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This report of the functioning of the Elementary and Secondary Education Act (ESEA), Title I, in New York City was prepared under contract with the Board of Education. The study is descriptive rather than evaluative and the major effort was focussed on collecting the data upon which further intensive analysis will be based. However, certain difficulties affecting the successful implementation of the program are noted: problems related to the legislative process, cooperative funding, planning, and administration, as well as those related to working with nonpublic schools and poverty agencies. The history of ESEA and its component titles is briefly reviewed. Also chronicled is the translation of the act into action. The Title I activities and the schools involved are described. Two sections of the document are devoted to fiscal matters--the budget and project allocations. A substantial part of this report consists of tables which summarize the voluminous data gathered in this study. (NH)

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A HISTORY AND DESCRIPTION OF ESEA TITLE I IN NEW YORK CITY, 1965-1968

Barbara R. Heller

June 1968

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1967-68 school year.

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Research Services Committee
George Weinberg, Title I Coordinator

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A complete list of the staff of the Center for Urban Education who participated in this project is appended (Appendix E). I wish space permitted mention of the individual contributions of the consultants, assistants, clerks, and typists who with great patience analyzed, tabulated, and typed -- and reanalyzed, retabulated, and retyped -- the data and the report. Mrs. May Engler, Mrs. Barbara Levy, Miss Judith Eisler, Mrs. Julia Plapinger, Mr. Albert McGrath, Miss Susan Marks, and Miss Katharine Dunne are the people truly responsible for the completion of this part of the study. I would also like to express my appreciation to Mr. Harris Dienstfrey and Miss Bonnie McKeon of the editorial staff, and to the support personnel of the Center for Urban Education.

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INTRODUCTION

In April 1965 the U. S. Congress passed Public Law 89-10, the Elementary and Secondary Education Act, which "provided financial assistance to local educational authorities serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children." The New York City schools were quick to take advantage of the assistance provided under the act, which was to be funded for three years, and beginning with the 1965-66 school year, organized a wide range of projects in keeping with the expressed objectives of the act.

Midway into the second year of the programs instituted under title I of the act, the 1966-67 school year, a need was already becoming apparent for an overview of the entire title I program. By that time, the Office of State and Federally Assisted Programs of the New York City Board of Education (which administers the local title I programs), nonpublic school officials (representing one of the involved interest groups), and the Center for Urban Education (an outside agency experienced in evaluating projects funded with title I monies), all had expressed the desirability of conducting a study on the effort and impact of this new program as a whole.

Now that the first round of Federal grants is in its final year, the New York City Board of Education has contracted with the Center for Urban Education to undertake an overall evaluation of title I as it has been implemented in the New York City schools.

A review prepared by the Board's Office of State and Federally Assisted Programs, Summary of Proposed Programs, 1967-68, Title I, Elementary and Secondary Education Act, August 30, 1967, lists a number of questions (p. 16) outlining the Board's overall concerns with its expenditures under the act:

> "Have funds been used in keeping with the intent of the act?
>
> "Has there been sufficient concentration of effort to secure reasonable results?
>
> "What alternatives exist for expenditures, and what are the likely results of the adoption of these alternatives?
>
> "To what extent have Title I funds been used to expand successful innovative designs and programs?

> "To what extent have Title I funds been utilized in keeping with announced objectives and priorities of the school system?"

Thus, the Board of Education is interested primarily: (1) in the extent to which it has used the funds successfully, both in terms of implementing the title I program and in terms of the outcomes of the projects; and (2) in determining if there are alternatives that will assure a more effective use of funds in keeping with the intent of the act and the school system's own objectives.

The presentation which follows is the first part of a study to be completed in 1969. The present account seeks to lay the groundwork and supply the basic descriptive data through an historical account of the policies and activities made available to the New York City schools under title I. In general, this presentation includes a history of the Elementary and Secondary Education Act of 1965; a description of how the act has been implemented in the City school system; a survey of the projects and activities supported with title I funds; an overview of the scope and concentration of projects in the schools; and an examination of the expenditures of title I funds.

Any overall evaluation that is undertaken must consider not only the questions that are specifically raised by the Board of Education, but the questions that are implied in the strictures laid down in the act itself. This study was designed with these and the following considerations in mind: to bring to the public as complete a title I story as possible; to aid future educators, researchers, and legislators in their decision-making roles; to help the Board of Education of the City of New York in its formation of future policy; and to compile an account in its New York City setting, of the most dramatic venture of the Federal government into the field of education. We have made every effort to assure a reliable, valid, and useful presentation, and we hope it will be as informative to the reader as it was to those of us who compiled this survey.

CHAPTER I

THE ACT:
History of The Elementary and Secondary Education Act of 1965

THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

As a result of both the growing public recognition of the "strong correlation" between the conditions of poverty and educational underachievement, and the belief that "millions of young Americans are denied their full right to develop their minds,"[1] the 89th Congress of the United States approved Public Law 89-10, the Elementary and Secondary Education Act of 1965, by a roll call vote of 73 to 18 in the Senate and 263 to 153 in the House of Representatives.[2] On April 11, 1965, the act was signed into law by President Lyndon B. Johnson. This act, which authorized more than $1.3 billion in Federal funds to "strengthen and improve the educational quality and educational opportunities in the Nation's elementary and secondary schools,"[3] represents the largest effort to date by the Federal government to ensure that "poverty will no longer be a bar to learning and [that] learning shall offer an escape from poverty."[4]

The Elementary and Secondary Education Act (ESEA) of 1965, originally had six titles; several others were added to it in succeeding years. (The additional titles are summarized in Appendix A.) The original six titles were designed to support four major educational tasks confronting the nation. As set forth by the President, they were:

> "--To bring better education to millions of educationally disadvantaged youth who need it most...

---

[1] From, Mr. Wayne Morse, Committee on Labor and Public Welfare, (89th Congress), Elementary and Secondary Education Act of 1965: Report together with Minority and Individual Views, Washington: U. S. Government Printing Office, 1965, No. 146, p. 4.

[2] Committee on Labor and Public Welfare, Enactments by the 89th Congress Concerning Education and Training, Washington: U. S. Government Printing Office, March 1966, 56-6780, p. 6.

[3] PL 89-10

[4] Committee on Labor and Public Welfare, op. cit.

> "--To put the best educational equipment and ideas and innovations within reach of all students...
>
> "--To advance the technology of teaching and the training of teachers...
>
> "--To provide incentive for those who wish to learn at every stage along the road to learning."[5]

This act was not considered a comprehensive aid law in itself. Rather, it was anticipated that projects funded under ESEA would be planned so as to utilize cooperative funding. Certain program components developed under one or more of the ESEA titles may be eligible for support under another ESEA title, or through other Federal, state, or local programs of assistance. A brief description of the Elementary and Secondary Education Act of 1965 follows.

Title I-- Financial Assistance to Local Educational Agencies for The Education of Children of Low-Income Families

This was the single most important title of the act. It was concerned with the relationship between the cycle of poverty and low educational achievement, and served to place the major emphasis of the act on meeting the special needs of educationally deprived children. Title I provided "financial assistance to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children."[6] Title I also provided for expenditure of funds for state-operated or supported schools for handicapped children. The national ESEA title I allocation of funds for the first fiscal year,1966, was $1,177,410,630, though the final figure authorized, $1.06 billion, was somewhat less.[7]

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[5] Office of Education, U. S. Department of Health, Education, and Welfare, Profile of the ESEA of 1965, Washington: U. S. Government Printing Office, 1966, FS 5.220:20088.

[6] PL 89-10, Sec. 201

[7] Profile of the ESEA of 1965, op. cit. For each year Congress authorizes funds for ESEA; actual appropriations, somewhat less than the authorization, are included in the Federal budget for the fiscal year. Allocations of funds are based on the amount appropriated by Congress.

By congressional amendment of 1966, title I was extended through fiscal 1968, with the 1966 authorization of $1.06 billion expanded to $1.4 billion in 1967, and $2.3 billion in 1968. Actual appropriations for 1967 were $1.05 billion.[8] A more detailed analysis of title I follows the description of the other ESEA titles.

Title II-- School Library Resources, Textbooks, and Other Instructional Materials

This title was designed to help improve the quality of instruction in the nation's schools through utilization of better instructional materials. The title provided "grants for the acquisition of school library resources, textbooks, and other printed and published instructional materials for the use of children and teachers in public and private elementary and secondary schools."[9] The national allocation of funds for the first fiscal year 1966 was $100,000,000.[10]

Title III-- Supplementary Educational Centers and Services

Focusing on the gap between current educational research and existing practices in our schools, this title provided "grants for supplementary educational centers and services, to stimulate and assist in the provision of vitally needed educational services [including pilot projects] not available in sufficient quantity or quality, and to stimulate and assist in the development and establishment of exemplary elementary and secondary school educational programs to serve as models for regular school programs."[11] Title III stressed creative programs of cultural and educational enrichment. The total allocation of funds for fiscal year 1966 was $75,000,000.[12]

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[8] Office of Education, U. S. Department of Health, Education, and Welfare, What's New in the ESEA Amendments, Amer. Educ., February 1967, Vol. 3, pp. 18-20.

[9] PL 89-10, Sec. 201(a)

[10] Profile of the ESEA of 1965, op. cit.

[11] PL 89-10, Sec 301(a)

[12] Profile of the ESEA of 1965, op. cit.

Title IV-- Educational Research and Training, or "Cooperative Research Act"

Title IV amended grants for educational research under the Cooperative Research Act of 1954 and provided "grants to... universities and colleges and other public or private agencies, institutions, and organizations...[for] research,...surveys, and demonstrations in the field of education... for dissemination of information derived from educational research...for the establishment of facilities for conducting educational research, and for developing and strengthening programs for training educational researchers."[13] The total appropriation for fiscal year 1966 was $70 million, $20 million of which was designated for constructing and equipping regional facilities for research and related activities.

Title V-- Grants to Strengthen State Departments of Education

Title V provided funds for "grants to stimulate and assist States in strengthening the leadership resources of their State educational agencies and to assist those agencies in the establishment and improvement of their programs to identify and meet the educational needs of States."[14] Title V was designed to help provide state departments of education with stronger, more effective leadership and professional counsel. For title V, $14,450,000 was allocated for fiscal year 1966.[15]

The last title of the ESEA of 1965, Title VI-- General Provisions, defined terms used in titles I, II, III, and V; established advisory councils; prohibited Federal control of education; and limited payments under the act so as to exclude monies for religious worship or instruction.

The Congress approved the passage of the ESEA of 1965 only after extensive testimony and deliberation. As it was, a number of issues were not resolved satisfactorily, and a "Minority Views" report[16] was presented. Amendments to the act were passed in 1966 and 1967,[17] but even these additions did not settle all the points at issue. (A number of the more significant amendments to titles II, III, IV, V, as well as the later created titles VI, VII, and VIII, are summarized in Appendix A.)

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[13] PL 89-10, Sec. 2(6). The Center for Urban Education is a regional laboratory funded under this title of the ESEA.

[14] PL 89-10, Sec. 501(a)

[15] Profile of the ESEA of 1965, op. cit.

[16] Committee on Labor and Public Welfare, op. cit.

TITLE I ESEA -- BETTER SCHOOLING FOR EDUCATIONALLY DEPRIVED CHILDREN

As originally passed, and as subsequently interpreted, the major thrust of the Elementary and Secondary Education Act is contained in title I, as is evident from the distribution of the total ESEA funds. More funds are allotted to title I than to all other titles of the ESEA combined. Thus, it is useful to examine title I in some detail.

Kinds and Duration of Grants

Under PL 89-10, the Commissioner of Education was to make payments to state educational agencies for basic grants to local educational agencies (LEAs) for the period beginning July 1, 1965, and ending June 30, 1968. Special incentive grants to the local agencies were to be available for the period between July 1, 1966 and June 30, 1968.[18]

The special incentive grants proposed in the original act, and scheduled to go into effect in fiscal 1967, were repealed because Congress felt that these grants would fail to help the neediest school districts with the largest numbers of disadvantaged children. By repealing the incentive grants, about $400 million was freed and became available for basic grants.

The 90th Congress, later amending the 1965 ESEA, revised and extended the legislation to June 30, 1970. One of the most significant changes in this extention, recognizing the local problems of planning and administering the programs, provided for the appropriation of funds the year before they are to be used. This will enable school officials to plan programs in advance, on the basis of known funding levels.[19] This Congress also added a new special incentive grant.[20]

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[17] PL 89-750, PL 90-247

[18] PL 89-10, Sec. 202

[19] Summary H.R. 7819 -- The Elementary and Secondary Amendments of 1967, as passed by the Senate and the House of Representatives, December 15, 1967, p. 3.

[20] Ibid.

The Basic Aid Formula for Awarding Grants

The maximum basic grant which an LEA was eligible to receive under this title for any fiscal year (with certain specified exceptions) was;

> "an amount equal to the Federal percentage [50 per cent] of the average per pupil expenditure in that State, multiplied by (A) the number of children aged 5 to 17, inclusive, in the school district of such agency, of families having an annual income of less than the low-income factor...,and (B) the number of children of such ages in such school districts of families receiving an annual income in excess of the low-income factor...from payments under the program of aid to families with dependent children [AFDC]. [T]he 'average per pupil expenditure' in a State shall be the aggregate current expenditures, during the second fiscal year preceding the fiscal year for which the computation is made, of all local educational agencies in the State...,divided by the aggregate number of children in average daily attendance to whom such agencies provided free public education during such preceding year..."[21]

For the fiscal year ending June 30, 1966, the low-income factor used in the basic aid formula was $2,000. "For each of the two succeeding fiscal years the...low-income factor shall be established by the Congress by Law."[22] The number of children between the ages of 5 to 17 from families having an annual income less than $2,000 was to be based on "the most recent satisfactory data available from the Department of Commerce,"[23] while the number of children of such ages from families with incomes in excess of the low-income factor (AFDC children) was to be established on the basis of the most nearly comparable data. By 1967 amendment the $2,000 factor will continue to be used until "appropriations are sufficient to satisfy all maximum grants based on the $2,000 factor" (this is estimated at approximately $1.9 billion).[24] When funds are appropriated above that amount, the low-income factor for the distribution of title I funds will be increased to $3,000.

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[21] PL 89-10, Sec. 203(c)

[22] Ibid.

[23] Ibid.

[24] Office of Education, U. S. Department of Health, Education, and Welfare, The Elementary and Secondary Education Amendments of 1967, Washington, D. C.

Thus, public grants to local school districts are determined by multiplying both the number of children aged 5 to 17 inclusive, from families with annual incomes of less than $2,000 as determined by the 1960 Census, and the number of AFDC children between the same ages, by one-half the average expenditure per pupil in the state, or

$(A + B) \times C$ = The number of dollars of the maximum basic grant,[25] where:

A = the number of children aged 5 to 17 from families with annual incomes of less than $2,000,

B = the number of AFDC children aged 5 to 17,

C = one-half the average per pupil expenditure in the state for the second year.

The basic aid formula for districts with high concentrations of children from low-income families was not changed by the 1966 amendments. However, effective beginning fiscal 1968, states would be permitted to use the national average per pupil expenditure for education, if this average was greater than the state's average per pupil expenditure.[26]

Educationally Deprived Children

In addition to children from families of low-income and AFDC children, new categories of needy children--handicapped, neglected and delinquent--were included within the scope of the act. The distribution formula was modified to take into account the number of children in homes for the neglected and delinquent and in foster homes supported by public funds. The title I distribution formula for fiscal 1967 was also revised to provide additional authorizations (equal to three per cent of the appropriations for title I) for allotments to educationally deprived children in the outlying areas already covered by the 1965 act (American Samoa, Guam, Puerto Rico, Virgin Islands, Trust Territory of the Pacific), and for children in schools operated by the Bureau of Indian Affairs (BIA) and by the Department of Defense.

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[25] Separate allocations of maximum basic grants were made to state agencies directly responsible for free public education of handicapped children through grade 12. PL 89-10.

[26] Congressional Quarterly, Inc. Congressional Quarterly Weekly Report, October 21, 1966, Vol. XXIV, No. 42, p. 2582.

The 90th Congress, in the 1967 amendments, modified the allocation formula to increase funds to the full level provided by the legislative formula for programs for handicapped, neglected, and delinquent children, and for children of migratory farm workers. The title I allocations in the current 1968 fiscal year are $24.7 million for the handicapped; $11.4 million for the neglected and delinquent; $43.8 million for children of migratory farm workers. The remaining title I appropriation of $1.1 billion will be allocated to state and local educational agencies on the basis of the low-income factor of $2,000.

Responsibilities of Local Educational Agencies

Under the stipulations of the original act, payments to a local educational agency may be made only when the state agency has satisfactorily determined that the LEA will develop "programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of educationally deprived children...from low-income families,"[27]...[and that these programs] are of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting those needs..."[28] Thus, the LEA is responsible for identifying the target population, for determining their special needs, and for designing and implementing programs that fulfill the needs of the children and the intent of the act.

In the amendments of 1966, Congress allowed one per cent of a school district's grant, or $2,000 (whichever was greater), to be used for planning. The first report of the National Advisory Council on the Education of Disadvantaged Children had indicated that, as originally drafted title I made no provision for planning projects, and as a result, schools most in need of title I assistance were the least equipped to plan and administer effective programs.[29]

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[27] By congressional amendment of 1966, it was further stipulated that starting in 1967, all facilities constructed with title I funds were to be usable by handicapped children.

[28] PL 89-10, Sec. 205(a)(1)

[29] What's New in the ESEA Amendments, *op. cit.*

The LEA, to "the extent consistent with the number of educationally deprived children in the school district...who are enrolled in private elementary and secondary schools," is required to provide "special educational arrangements (such as dual enrollment,[30] educational radio and television...) in which such children can participate."[31] This stipulation has not been interpreted to authorize direct grants or benefits to private schools. Rather, it has been interpreted to mean that services for deprived children attending private schools may be arranged to benefit the child rather than the school he attends. This "child benefit" interpretation holds for certain programs for public school children as well; for example, the basis of the title I supported Open Enrollment program in New York City is that the benefits follow the child regardless of the school he attends.

Section 205(a)(7) of the ESEA defines the relationship between the LEA and the community action agency. "[W]henever there is, in the area served by the local educational agency, a community action program approved pursuant to title II of the Economic Opportunity Act of 1964 (Public Law 88-452), the programs and projects have been developed in cooperation with the public or private nonprofit agency responsible for the community action program..."

Under section 205(a)(3) of the ESEA of 1965, the LEA should take reasonable steps to assure that funds and the title of property acquired with such funds shall be under the control and administration of the public agency.

The LEA is responsible for demonstrating "that effective procedures, including provision for appropriate objective measurements of educational achievement, will be adopted for evaluating at least annually the effectiveness of the programs in meeting the special educational needs of educationally deprived children."[32] In addition, the LEA must make "an annual report and such other reports to the State educational agency, in such form and containing such information, as may be reasonably necessary to enable the State educational agency to perform its duties under this title, including information relating to the educational achievement of students participating in programs carried out under this title..."[33]

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[30] In New York State, a statute forbids "shared time" projects during the regular school day.

[31] PL 89-10, Sec. 205(a)(2)

[32] PL 89-10, Sec. 205(a)(5)

Under this section of the act, the LEA must maintain adequate records, such as of disbursement of funds and evaluations of student achievement.

Responsibilities of State Educational Agency

It is the responsibility of the state educational agency under section 205(a)(7) to determine that "the programs and projects [of the LEAs] have been developed in cooperation with the public or private nonprofit agency responsible for the community action program"...approved under title II of the Economic Opportunity Act of 1964. Such cooperative development should result in complementary and supplementary programs, thereby avoiding competition, waste, and duplication of effort.[34] The act requires the state educational agency to make every effort to assure coordination of these two programs.

The state agency must also "make [available] to the Commissioner...periodic reports including the results of objective measurements required [of the LEA] ...evaluating the effectiveness of payments under this title and of particular programs assisted under it in improving the educational attainment of... children..."

And, the state educational agency must insure, under section 205(a)(8), that there are "effective procedures for acquiring and disseminating to teachers and administrators significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects."

Responsibilities of the National Advisory Council

The National Advisory Council on the Education of Disadvantaged Children, established under title I section 212(a), must make an annual report to the President. Evaluative data, developed by the LEA and by the state agencies, are reported to the U. S. Office of Education for use by the Council. The responsibilities of the National

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[33] PL 89-10, Sec. 205(a)(6)

[34] Office of Education, U. S. Department of Health, Education, and Welfare, Guidelines: Special Programs for Educationally Deprived Children, ESEA of 1965-- Title I, Washington: U. S. Government Printing Office, OE-35079.

Advisory Council on the Education of Disadvantaged Children was expanded in the 1967 amendments to include an analysis of title I compensatory educational programs in order to identify those with the greatest promise for raising the educational attainment of educationally deprived children.

Title I ESEA -- Some Pros and Cons

The Minority Views Report[35] was highly critical of the original legislation and charged that the "bill was an imperfect instrument," failing to focus attention on the educationally and economically deprived children it purported to aid. The signers of the Minority and Individual Supplemental Report felt that the formula for the distribtuion of funds was not only inequitable, but in fact discriminated against the very children it sought to aid; the $2,000 poverty level, it was argued, was unrealistic and inconsistent with previous administrative policy which set a poverty level of $3,000 in preschool programs under the Economic Opportunity Act, and a suggested $3,000 poverty level in the Higher Education Act. Further, using the act's formula for distribution, funds would be so widely dispersed that more than 94 per cent of the counties in the country would receive funds.[36] The Minority felt that it was possible for some of the wealthiest counties to receive millions of dollars in Federal aid, while some of the poorest counties could receive very little.

The Minority maintained that the five-year-old minimal age limit contained in the bill was inadequate; more emphasis, they asserted, should be given to preschool-age children in view of the debilitating effect of poverty on children in the first few years of life, and the cumulative nature of this effect.

Some of the revisions and amendments of the act relate to these Minority viewpoints; for example, when appropriations are sufficient to satisfy all maximum grants based on the $2,000 income factor, the low-income factor for the distribution of funds will be increased to $3,000. The option for fiscal 1968 in the per pupil expenditure factor indicates some attempt on the part of the legislature to assure poorer states more of the funds.

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[35] Committee on Labor and Public Welfare, op. cit. Individual and Supplemental Minority Views, signed by Senators Jacob K. Javits, Winston L. Prouty, Peter H. Dominick, George L. Murphy, and Paul J. Fannin.

[36] Actually, in FY 1966, 92 per cent of the local educational agencies were eligible to receive grants under the ESEA.

Other individuals acclaimed the ESEA of 1965 as a great compromise. As Guthrie pointed out in a recent article, the controversy over the distribution of funds was a "conflict between educational desirability and political feasibility."[37] Guthrie felt that "in arriving at the elimination of poverty as the justification for distributing federal funds, the designers of the ESEA may have provided their most significant legacy for school aid bills... The Title I formula components...represent an ingenious mix...'something for everyone'...[and something which serves]...the particular educational needs of...children...The end result is an educationally sound and politically acceptable...formula, the first of its kind with both flat grants and equalization features...Its political beauty for the future, however, may lie in flexibility arising from the relative character of 'poverty' as a concept and the expandable nature of the Title I formula components. For example, if the goal were to extend the scope of federal aid coverage, then the...annual income standard... could be elevated...,thereby increasing the number of eligible children...if greater equalization among states' resources for education should be desired,...the 'multiplier' could be changed...to one-half the national average"[38] per pupil expenditure. Guthrie believes that the title I formula and its "poverty-oriented supporting rationale" provide a politically attractive means for distributing federal funds without having to enact new legislation. This possibility for easy alteration may very well grant the law an enduring legislative life to serve as the vehicle for adding future federal aid-to-education increments.[39]

The future of the Elementary and Secondary Education Act may depend not only on the effectiveness with which its programs and projects contribute to meeting the special educational needs of educationally deprived children, but on the resolution of other political problem areas as well -- for example, take the question of desegregation. McPherson[40] finds a basic contradiction in the use of Federal funds to support the construction of integrated schools on the one hand, and on the other hand, to use title I funds for the construction of either permanent or mobile classrooms in ghetto areas. While acknowledging that a minimal amount of funds may be needed either to renovate space in existing buildings or to lease temporary space for the implementation of title I programs, McPherson fears that the expenditure of Federal funds for the construction of schools in the nation's ghettos may in fact perpetuate segregated education. "All children deserve the best programs that local, state, and federal authorities can jointly conceptualize and implement, but no children deserve to be doomed to ghetto segregated school buildings...Under Title I the Office of Education has tentatively supported construction in urban slums, and such facilities can only further impact segregated school situations."[41]

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[37] J. W. Guthrie, A Political Case History: Passage of the ESEA, Phi Delta Kappan, February 1968, Vol. XLIX.

[38] Ibid.

[39] Ibid.

[40] R. B. McPherson, Will Classrooms and Schools Built with Federal Funds be Integrated, Phi Delta Kappan, September 1966, Vol. 48, pp.11-15

According to Guthrie's analysis, the ESEA was passed because of the "growing momentum of the civil rights movement...[and because of] the passage of the 1964 Civil Rights Act."[42] From an examination of the voting pattern, Guthrie concluded that the ESEA "capitalized upon a favorably disposed non-Southern bloc vote to bulldoze over anti-desegregation opposition -- the race issue was not solved, it was overridden.[43]

The Federal control issue and the Federal aid to private schools controversy "no longer revolves around whether or not the Federal government should provide...funds for...education[but], centers around what form such aid should take.[44] Contained within the Report submitted by the Committee on Education and Labor, which in March, 1965 recommended passage of the ESEA, is a Minority Views presentation,[45] concerned with, among other issues, Federal control of education. Objection was taken to Federal purchase of textbooks without adequate "assurance of Federal control," and to the centralization of authority within the U. S. Commissioner of Education.[46] Specifically, the report states that "at first reading, this bill appears to leave approval of local programs to the State education agency, where the power belongs. However, there is inserted (hidden, almost) a power in the U. S. Commissioner of Education to require that such approval be consistent with the basic criteria formulated by him. This effectively robs the State agency, or the local schools for that matter, of any real authority to shape the programs. This centralization of power in the U. S. Office of Education runs throughout the bill."[47]

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[41] Ibid.

[42] Guthrie, op. cit.

[43] Ibid.

[44] Ibid.

[45] Committee on Education and Labor, Report to accompany H.R.2362, submitted by Mr. Powell on March 8, 1965, to the Committee of the Whole House on the State of the Union, House of Representatives Report No. 143. Minority Views signed by William H. Ayres, Robert P. Griffin, Albert H. Quie, Chas. Goodell, John M. Ashbrook, Dave Martin, Paul Findley, Glenn Andrews.

The very constitutionality of the act is challanged by some of the critics. LaMare[48] believes that the conditions of the ESEA permitting public schools to share personnel and services with parochial schools renders state constitutions "mere scraps of paper." He charges that title II is a flagrant violation of the Constitution, "since it specifies that the federal government itself can administer programs within the state that would be unconstitutional under state law." [49] According to LaMare, this is "federal control at its worst."

The compromise reached over funds for church-related schools was "nowhere nearly as extensive or generous as...[the] interest groups desired...[but the political alignment of forces was such that] it facilitated the ESEA's passage and provided each of its components with at least a forkful of an ideal federal aid pie."[50] The "child benefit" theory, cited by the defenders of the act, has also been challenged. Robinson,[51] for example, cites a 1922 court decision to substantiate his claim that books and supplies furnished for the use of pupils is at least indirectly aid to the institution the children attend. He argues further that there can be "no meaningful distinction...between 'use by teachers' and use by the school that employs them...If there is no difference between 'child benefit' and 'teacher benefit' [see title II,..."for the use of children and teachers..."]then there is none between 'child benefit' and 'school benefit'... "[52]

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[46] Ibid.

[47] Ibid.

[48] G.R. LaMare, The Title II Trap, Phi Delta Kappan, June, 1966, Vol.47, pp. 558-565.

[49] Ibid.

[50] Guthrie, op. cit.

[51] J. B. Robinson, ESEA, Title II: A Fictional Facade for Religious Subsidies, Wilson Library Bulletin, March, 1967, Vol. 41, pp. 708-713.

La Mare contends that the stipulation that the title to all resources, textbooks, and instructional materials remain in public hands and be made available only on a loan basis to private institutions is fallacious, "for there are all kinds of loans, including the ninety-nine year lease and other fictions."[53] The public library parallel, cited by proponents of this legislation cannot, according to its critics,[54] be substantiated; they argue that as long as books remain in the custody of the private school they are actually accessible only to the teachers and students at the institution.

Thus, it is apparent that several vital issues were resolved before the passage of the bill, but other issues were simply avoided or, because of the composition and character of that particular 89th Congress -- and the temper of the times -- were pushed through by powerful voting blocs. There is every reason to believe that the issues of race, religion, and Federal control will continue to be the subject of future debates. Supreme Court decisions relating to school desegregation and to the constitutionality of using public funds for children in church schools will influence the future course of Federal involvement in the education of the nation's children.

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[52] Ibid.

[53] LaMare, op. cit.

[54] Robinson, op. cit.

CHAPTER II

THE ACT INTO ACTION

TRANSLATING LAW INTO LOCAL PROGRAMS OF ACTION

For fiscal year (FY) 1966,[1] a total of $1,177,410,630 in title I funds was appropriated nationally;[2] in FY 1967, the total appropriation was $1,053,410,000;[3] and in FY 1968, the appropriation was $1,191,000,000.[4] The allocation of these funds to the states represents one of the first steps in the intricate process of translating the congressional authorization of ESEA funds into programs of action at the local level. Table 1, on the following pages, presents the allocation of title I funds by state for FY 1966, FY 1967, and FY 1968.

Allocation of Title I Funds

The ESEA places responsibility for administering programs on the U. S. Commissioner of Education, state educational agencies, and local educational agencies (LEAs). Guidelines, prepared by the U. S. Office of Education, are the bases for the regulations governing the conduct of the program at the three administrative levels.[5]

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[1] The fiscal year for Federal budgeting is from July 1 to June 30(thus FY 1966 is from July 1, 1965 to June 30, 1966). In New York State, FY budgeting is from April 1 to March 31; the FY in New York City, comparable to the Federal fiscal year, is from July 1 to June 30. The school year, of course, is from September to June.

[2] Profile of the ESEA of 1965, op. cit.

[3] Office of Education, Department of Health, Education, and Welfare, Profile of the ESEA of 1965, Washington: U. S. Government Printing Office, 1967, FS 5.220:20088A.

[4] This figure comes from the Office of Education publication, American Education, Vol. 4, No. 4, April 1968. However, different sources report funding differently; the total allocation figure, comparable to those reported for FY 1966 and FY 1967, will await this year's publication of the Profile.

[5] U. S. Office of Education, Department of Health, Education, and Welfare, Guidelines: Special Programs for Educationally Deprived Children, ESEA of 1965/ Title I, Washington: U. S. Government Printing Office, OE-35079.

TABLE 1

ALLOCATION OF TITLE I FUNDS, BY STATE, FOR FISCAL YEAR 1966, 1967, AND 1968

States	Title I Allocations		
	FY 1966	FY 1967	FY 1968
U. S. and Outlying Areas	$1,177,410,630	$1,053,410,000	$1,191,000,000
50 States and D. C.	1,153,875,706	1,027,906,650	1,158,883,211
Alabama	34,980,913	31,013,087	38,151,091
Alaska	2,001,698	1,883,190	1,966,482
Arizona	10,463,606	8,971,597	10,126,695
Arkansas	22,826,021	20,861,373	23,726,699
California	78,771,310	74,360,293	86,795,780
Colorado	9,871,510	8,566,375	9,822,195
Connecticut	7,271,504	8,567,812	9,212,813
Delaware	2,050,217	2,145,235	2,685,307
Florida	27,753,726	28,452,341	33,262,487
Georgia	37,715,764	35,072,317	38,058,195
Hawaii	2,449,984	2,301,425	2,580,762
Idaho	2,622,538	2,725,898	3,245,753
Illinois	61,724,349	47,180,934	47,974,840
Indiana	18,561,809	15,377,019	16,133,289
Iowa	18,839,487	15,568,711	15,831,327
Kansas	10,824,350	10,092,438	10,645,541
Kentucky	30,432,643	27,607,634	33,200,302
Louisiana	38,727,663	29,300,680	33,000,307
Maine	4,089,213	3,573,204	3,755,865
Maryland	15,401,730	14,667,876	15,637,826
Massachusetts	16,705,086	14,916,771	18,093,419
Michigan	35,083,269	32,407,534	34,612,027
Minnesota	24,775,471	19,651,289	20,220,707
Mississippi	31,203,187	23,562,737	39,955,426
Missouri	30,156,516	23,919,082	24,661,296
Montana	3,875,842	3,291,805	3,816,149
Nebraska	7,108,239	5,522,165	6,179,159
Nevada	1,026,916	985,902	1,113,372
New Hampshire	1,527,253	1,392,513	1,588,907
New Jersey	24,805,889	24,213,383	25,726,587

Continued, next page

TABLE 1 Continued

States	Title I Allocations		
	FY 1966	FY 1967	FY 1968
New Mexico	$ 9,902,931	$ 10,027,182	$ 10,644,933
New York	110,770,455	114,811,439	122,308,303
North Carolina	53,354,324	46,184,079	53,655,063
North Dakota	5,294,893	4,146,397	4,617,399
Ohio	39,577,548	35,126,949	36,202,111
Oklahoma	17,568,174	17,288,784	18,287,610
Oregon	8,328,660	7,527,202	8,576,612
Pennsylvania	56,500,842	48,634,003	49,839,693
Rhode Island	4,114,555	3,655,835	3,843,961
South Carolina	27,753,508	21,514,677	32,734,822
South Dakota	7,028,201	5,482,447	5,965,575
Tennessee	32,528,287	29,786,366	34,761,847
Texas	78,426,195	68,886,571	77,893,237
Utah	2,951,523	3,042,185	3,331,914
Vermont	1,824,574	1,664,962	1,915,195
Virginia	30,925,487	24,226,749	29,437,480
Washington	10,881,923	10,709,524	12,115,941
West Virginia	17,161,137	14,923,368	17,639,087
Wisconsin	18,240,374	14,931,330	15,497,028
Wyoming	1,637,525	1,466,944	1,751,175
District of Columbia	5,456,927	5,717,037	6,083,620
Outlying Areas[a]	23,534,924	20,503,350	32,116,789[b]
B I A[c]	——	5,000,000	——

Source: The Profile of the ESEA of 1965, U. S. Government Printing Office, FS 5.220:20088(1966) and FS 5.220:20088A(1967), and American Education, Vol. 4, No. 4, April 1968.

[a] Includes American Samoa, Guam, Puerto Rico, Virgin Islands, and Trust Territory of the Pacific.

[b] Includes B I A.

[c] Bureau of Indian Affairs.

Under the Guidelines, each state must make a formal application to the Commissioner of Education to participate in the title I program. The Commissioner is responsible for approving the application and for, among other things, determining the eligibility of counties and school districts within the state, and the maximum amount of funds to be allocated to the states. The maximum allocation to the states is based on the congressional authorization of funds, minus a proportional amount computed on the basis of the funds actually appropriated in the Federal budget. (Since the congressional appropriation of funds has been generally less than the authorization, as noted in Chapter I, the actual allocations to the states are prorated so as not to exceed the total appropriation in the budget for that fiscal year.)

Eligibility of local educational agencies. An LEA is defined as "an agency which has administrative control and direction of free public education up to and including, but not beyond, grade 12 in a county, township, independent, or other school district."[6] In New York City, the Board of Education has administrative control of public education. For purposes of allocating funds, and for this report, New York City is considered a single district or LEA, under the control of the Board of Education.

The Commissioner determines the eligibility of LEAs in accordance with the following criteria. (These criteria apply to school districts; eligibility of counties is determined slightly differently.[7])

1. "All school districts in which the total number of children aged 5 through 17 from families with annual income of less than $2,000 represents at least three per cent of all children aged 5 through 17 in the district and totals not less than 10 are eligible to receive grants under title I.

2. "All districts containing 100 or more children aged 5 through 17 from families with an annual income of less than $2,000 are automatically eligible, regardless of the percentage of such children."

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[6] Ibid.

[7] Ibid.

Amount of maximum grants. The Commissioner of Education is also responsible for making payments to the states for grants to school districts (LEAs). Amounts of maximum grants to eligible districts, as noted in Chapter I, are computed using the number of children of low-income families in the district plus the number of AFDC (Aid to Families with Dependent Children) children, the sum of which is multiplied by one-half the state average per pupil expenditure for education.[8] The 1960 Census data, if satisfactory, were to be used in the computations. (For FY 1966, the amount of a maximum basic grant to an LEA could not exceed 30 per cent of the amount budgeted by the LEA for its current expenditures.)

In keeping with the regulations contained in the Guidelines, the state is responsible for suballocating basic grant funds to eligible LEAs. When an LEA applies for a grant to the state educational agency, it must include a list of school attendance areas, ranked in order of concentration (number) of children from low-income families.[9]

Title I funds for New York City. There was a total of 178,126 eligible children in New York City in fiscal year 1966, of which 71,414 qualified under AFDC and 106,712 under the low-income factor. The number of AFDC children is based on 1962 data from the Department of Welfare (now the Department of Social Services); the number of children from low-income families on figures from the 1960 Census. The total entitlement (basic grant) was $70,028,455.64, although the maximum amount of title I funds actually allocated to New York City was $65,129,990.64, or $365.64 per pupil. The $365.64 is one-half the state average expenditure, minus the amount prorated.[10] (The difference between the amount of the basic grant and the amount available is a result of the decrease in the funds actually appropriated by Congress to carry out the fiscal year's title I program. The proration figure would vary with the amount of each annual appropriation.)

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[8] It might be noted again that as a result of amendment, the states have the option of using the greater expenditure -- either one-half the state, or one-half the national, average per pupil expenditure for education.

[9] In New York City, the Council Against Poverty, the community action agency with responsibilities established under the Economic Opportunity Act of 1964 and under the ESEA, identifies the areas with high concentrations of poverty. For a more complete description, see the section on eligibility requirements, Chapter IV.

[10] One-half the state average expenditure was $393.14, but the prorated factor reduced it to $365.64.

For FY 1967 (the 1966-67 school year) there was a total of 254,793 eligible children in New York City. This included 106,712 children from low-income families (the same number as in the previous FY), and 135,240 AFDC children (almost double the number of the previous year), to which was added 10,135 children in foster homes, and 2,706 institutionalized children.[11] The maximum amount of Federal funds available to New York City was $69,790,350.63. The basic grant or entitlement had been $100,169,320.02. The formula for computing maximum funds is:

A x B = C x D = MAXIMUM FEDERAL FUNDS AVAILABLE TO THE LEA.

For FY 1967 the figures were as follows:

A = Total number of eligible children (NYC = 254,793)
B = One-half the state expenditure per child (NYS = $393.14)
C = Basic grant or entitlement (NYC = $100,169,320.02)
D = .6967, the proration figure used to adjust (C) in fiscal 1967.[12]

For fiscal year 1968, the maximum title I funds for New York City were $71,513,045.66. There was a total of 289,464 eligible children, an increase of 34,671 over the preceding year. The per pupil amount of funds, after adjustment, was $247.05.

In brief, then, the maximum amount of title I funds for New York City for each year were:

FY 1966 $65,129,990.64, or $365.64 per eligible pupil;
FY 1967 $69,790,350.63, or $273.91 per eligible pupil;
FY 1968 $71,513,045.66, or $247.05 per eligible pupil.

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[11] Personal communication. We are grateful to the staff of the Office of State and Federally Assisted Programs who took time from their very busy schedule to talk with us and make available to us most of the information on which this chapter is based.

[12] Alternately, one-half the state average per pupil expenditure ($393.14) may be multiplied by the proration factor (.6967), which when multiplied by the number of eligible children (254,793), also equals the maximum amount of funds available to New York City in fiscal 1967.

The total number of eligible children for each year was:

FY 1966-- 178,126;
FY 1967-- 254,793;
FY 1968-- 289,464.

It should be noted that the City of New York was eligible for a larger amount of money than was allocated to all but three states -- California, Texas, and of course, New York State. (See Table 1 for comparison.)

Administration of Title I Funds in New York City

Although the U. S. Commissioner of Education is responsible for the overall conduct of the program, the state and local agencies administer the local program, and must maintain and submit records and reports in accordance with the act and its regulations. Certain states, to comply with their constitutional requirements, also issue formal sets of guidelines. In addition, guidelines may be developed at the local level to aid in establishing the local organizational machinery necessary for the proper administration of title I funds.

Early origins of the Office of State and Federally Assisted Programs. The enabling law, ESEA of 1965, as already noted, was passed on April 11, 1965, after months of congressional hearings and debate; it was not until September 1965 that the appropriation bill was passed, for a considerably smaller amount of money than was authorized. The funds were not to be used until October.

In December 1964, in anticipation of the passage of the bill, the New York City Board of Education formed a committee to plan and prepare an educational program. There was much confusion and uncertainty; estimates of the monies that would be available ranged from about $30 million to more than double the size of the eventual allocation. The first Coordinator of the ESEA program in New York City was appointed in June of 1965, after passage of the bill; meetings were held to discuss the state guidelines, and the first tentative proposals were prepared. No one was quite certain, even after passage of the bill, exactly what projects and expenditures were permitted.

In August 1965, representatives of the Board of Education met with representatives of the State Department of Education. There as yet had been no appropriation of funds, and the school year was about to start. (It should be noted that the congressional appropriation cycle was not congruent with the school budgeting cycle.) A compromise plan was reached: the Board would start its title I programs in September at the onset of the school year, date its first year's application from October 1 (on the assurance by the State Education Department of approval of the projects), and would itself absorb the cost of the funding for the month of September 1965.[13]

During the early days, the Board of Education was faced with the problem of creating an organizational structure in the absence of definite information about the amount of the new funding, and in the absence of established guidelines. It had to decide whether to create a new organization for title I, or to incorporate the new responsibilities into the existing structure. The latter policy was chosen.

Since New York City had had some previous experience with state reimbursement programs -- notably, state aid -- and with Federal vocational education programs, the personnel in charge of these activities became the nucleus of the newly formed Office of State and Federally Assisted Programs and at the same time attempted to fulfill their other responsibilities. The first Coordinator was assisted by four or five other people. By September, the "seriously understaffed"[14] office was in the process of setting in motion a huge program in a short time -- developing and processing the tentative proposals without having the official forms, exploring the regulations, determining the eligibility of schools, negotiating with the Standing Committee of representatives from the nonpublic schools, and meeting with groups interested in public education such as the United Parents Association and the Civil Liberties Union. It is described as a period of "intense pressure," living from "crisis-to-crisis," and "racing the clock."[15]

During the year, there was a gradual shift in personnel; the original members of the staff returned to their other duties, and new people were brought in from the schools and other divisions of central headquarters. By the summer of 1966, proposals for the 1966-67 school year were being developed. In December 1966, an Assistant Superintendent was put in charge of the Office of State and Federally Assisted Programs (OSFAP).

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[13] Personal communication. Staff of the Office of State and Federally Assisted Programs, and, Special Assistant to the Superintendent of Schools.

[14] Ibid., Special Assistant to the Superintendent of Schools.

[15] Ibid.

The Office of State and Federally Assisted Programs -- today. Historically, the OSFAP has undergone a series of changes in organization and in areas of responsibility. The OSFAP, as it exists today, is responsible for all titles of the ESEA except title III, as well as all other state and Federally aided programs, including programs sponsored for example, by the Department of Agriculture, the Office of Economic Opportunity, and the Department of Health, Education, and Welfare (Vocational Education Act, title III of the National Defense Education Act, Higher Education Act, etc.). For fiscal year 1967, as an example, the OSFAP administered approximately $70 million in title I funds and a total of about $20 million in other, non-ESEA, funds.[16]

From December 1966 to date, the Assistant Superintendent in charge of the OSFAP has been responsible for the overall administration of the programs. His immediate staff consists of both professional and administrative personnel. The Assistant Superintendent is responsible to the Executive Deputy Superintendent of Schools. The Executive Deputy Superintendent of Schools is responsible to the Superintendent of Schools who in turn is responsible to the Chairman of the State and Federally Aided Programs Committee of the Board of Education.[17] Under the Assistant Superintendent is a Director of the Program Development section of the OSFAP, who with his staff evaluates proposals and writes and prepares them for the state. The Nonpublic School Coordinator, also directly responsible to the Assistant Superintendent, has a staff which coordinates all nonpolicy aspects of programs in the nonpublic schools.

In addition to this OSFAP, many other divisions and bureaus within the Board of Education provide service functions for title I operations. In particular, the Assistant Chief Accountant of the Bureau of Finance acts as Chief Fiscal Officer for title I. The Bureau of Educational Research of the Board of Education, under the Assistant Superintendent in Charge of the Office of Research and Evaluation is responsible for evaluation and reporting. The Office of Personnel, the Bureau of Supplies, Payroll, Accounting, Data Processing, and Audit -- to mention a few -- play important roles in both the development and implementation of title I activities.

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[16] From: A Listing of Federal Grants -- Fiscal Year 1967, Board of Education of the City of New York, Office of State and Federally Assisted Programs (mimeographed, 6 pages).

[17] The Committee should not be confused with OSFAP. This Committee consists of three members of the nine-member Board of Education appointed by the Mayor. General control of the public schools of New York City is vested in this nine-member Board. OSFAP is the Office concerned with administering and supervising state and Federal funds.

Development of ESEA Title I Projects

Although the state educational agency assures that all project proposals are in accordance with the requirements of the act, the local agency is responsible for the design of the project, the application for Federal assistance, and the implementation of the project -- when approved -- in accordance with the legislative intent of the Elementary and Secondary Education Act.

Development of title I projects in New York City.

The projects for the first year of title I were proposed by the Elementary, Junior High School, and High School Divisons of the Board of Education, and were for the most part expansions of pre-existing programs which could readily be extended. They may be characterized as compensatory programs providing a great many schools with badly needed services. In the second year, most programs were recycled, although with some modifications. Some new projects were also introduced. The changes for the second year can be attributed to refinements in the priorities of the Board of Education, and to the experiences garnered from the first year's projects. It was not until the current year, however, that significant programmatic changes were introduced. (See Chapter III.)

In New York City at the present time, an idea for a project proposal may be initiated in several ways: internally, by the Board of Education -- through the Superintendent of Schools and the Executive Deputy Superintendent -- by bureau heads, assistant superintendents, and other officials, or by the Office of State and Federally Assisted Programs; externally, by the nonpublic schools -- through the Coordinator -- by the citywide anti-poverty council, by the local school boards, or by local community groups through the district superintendents.

A preliminary description of the proposal is prepared by the persons or groups initiating the idea, and is submitted to the OSFAP. The OSFAP acts as a clearing house, examines the proposal, and establishes priorities (under the direction of the Superintendent of Schools and the Executive Deputy Superintendent). Each proposal submitted is read by the Assistant Superintendent in charge of the OSFAP and by his staff.

For proposals that show merit, a meeting may be arranged, between the Assistant Superintendent and the persons (or their representatives) who initiated the proposal, to review and if necessary, redefine and clarify the original idea. A one-page summary and an estimated budget are prepared by the Director of the Program Development section, in consultation with the state liaison staff member and the Chief Fiscal Officer for title I. (Usually the group who would be involved in administering the project, if it is finally approved, takes an active part in these early stages of a proposal's development.) The one-page summary is returned to the Assistant Superintendent in charge of OSFAP; if approved it is submitted to the Executive Deputy Superintendent of Schools.

If the Executive Deputy Superintendent of Schools approves the proposal, several copies of the summary are sent to the Chairman of the Board of Education's Committee for State and Federally Aided Programs. If the Board of Education approves the proposal at an informal meeting, a resolution will be prepared (by OSFAP) for the Calendar.[18] At this juncture, the one-page summary and the tentative budget are, at the same time, released to community and parent groups, and returned to the Program Development section for processing. Either through meetings or direct mailings, the local and citywide community and parent groups and the nonpublic schools' Standing Committee are informed of the proposal. The community action agency and the other groups are allowed 15 days in which to study the proposal.

At the same time, the one-page proposal summary and tentative budget are returned to the Program Development section for detailed and elaborate processing. The Director coordinates all aspects of the proposal and confers with the resource services available to him, including personnel from the research bureaus, the Bureau of Finance, assistant superintendents and bureau heads, the state liaison official, the Office of Personnel, and if appropriate, the Nonpublic School Coordinator. The Board of Education's resolution is prepared, and informal state approval is obtained. It may be possible at this point for a project to get underway on the basis of informal assurances of approval by the state.

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[18] Public meetings of the Board of Education are held once a month during the school year. The agenda, or Calendar, is prepared in advance of these meetings; all items on the Calendar are in the form of resolutions for discussion and endorsement.

The final processing steps include a review of the project, the assignment of an local internal identification number, the preparation of formal state and Federal forms, budget modifications, and the establishment of guidelines for collecting data and for the implementation of the proposal. (The state and Federal forms are described in the next section.)

The proposal and the resolution are then placed on the Board of Education's Calendar for public approval. If approved, the complete proposal, together with the Board's resolution of endorsement are submitted to the State Education Department.

When the project is formally approved by the state, a State Education Department project number is assigned and written approval is returned to the Board of Education. The proposal is then distributed, and concerned departments and bureaus are notified. In case any modification or revision is requested, the proposal is returned to the Board's Program Development section; the Assistant Superintendent in charge of the OSFAP approves every revision before returning it to the state.

At any time during the year, revisions and modifications may be made in the proposal and budget. It is usual for budgetary revisions (which reflect programmatic changes) to be made several times each year; if it becomes apparent during the year that either too large or too small an amount of money was budgeted for some projects or parts of projects, modifications, subject to the approval of the Assistant Superintendent of OSFAP, may be made. Until recently, all modifications subsequent to the original approval by the state had to be resubmitted. In Chapter V, recent changes in policy, permitting certain revisions without state approval, will be discussed.

Application for assistance. For each fiscal year, the State Education Department and the U. S. Office of Education issue instructions and forms for completing the project application,[19] designed to assist local school officials applying for a title I grant. Part I of OE Form 4305 is completed by each LEA once for each fiscal year. Part II of the project application must be completed for each separate project each year. Part I includes the following citywide information: the average per pupil expenditure from non-Federal funds, the number of public schools operated by the Board of Education, the total number of pupils enrolled and their grade span, the number of public school and nonpublic school enrollees residing in the district, (i.e., the City of New York), the number of children who come from low-income families, and the data used for determining low-income. A list of the eligible schools based on low-income data and the educational characteristics of the eligible children are also included. The data assembled in New York City for Part I of the Application for Federal Assistance will be discussed in Chapter IV.

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[19] Office of Education, U. S. Department of Health, Education, and Welfare, Instructions for Title I Application Forms, OE 37003.

Part II of Form OE 4305, which is submitted for each separate project, contains several subsections: (1) a brief title of the project, (2) whether this project is one that is being recycled, (3) the proposed beginning and end dates, (4) the amount of Federal funds requested, (5) the schools selected to participate in the particular project, or the location of centers or classes, (6) the number of children by school type and grade level who will participate, (7) the numbers and kinds of staff who will receive salary from title I funds for services to be performed in the project, and (8) the estimated budget for the project.

The U. S. Office of Education, in its instructions, provides a list of project objectives and corresponding code numbers. The objectives are grouped in five categories: achievement, ability, attitudes, behavior, and conditions related to learning. In Part II of each project application, the LEA lists the goals of the particular program, selected from the objectives provided. These objectives relate to the characteristics of educationally deprived children as stated in the U. S. Office of Education's instructions.[20]

Part II also contains a subsection in which the LEA describes the arrangements that have been made with the community action agencies. Form OE 4305-2, a statement completed by the community action agency, is appended to the project application.

Two subsections are devoted to a narrative description of the project and the plans for the evaluation of the project. The narrative portion is usually several pages of description, including the objectives of the projects, the activities and services to be provided, and in general describes the educational direction and scope of the proposed project. The evaluation design, which will be discussed below, outlines the specific study, data to be collected, control groups, etc.

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[20] As noted in Chapter I, Section 201 of PL 89-10 indicates the intent of Congress to provide assistance to school attendance areas with high concentrations of children from low-income families, so that educational programs may be developed to meet the special needs of educationally deprived children. Once the schools are selected, factors of educational deprivation will determine which children can participate. (See Chapter IV.)

A proposed project budget form (FA-10-I), sent with Part II of the application to the ESEA title I Coordinator in the State Education Department, includes the proposed expenses for the project and a line-by-line description of proposed costs. The budget and other financial responsibilities will be described in Chapter V.

Participation of public school and nonpublic school children. From the beginning of title I, New York City has proposed projects which may be categorized as projects for public school children only, for nonpublic school children only, and for children from both types of schools. (The specific projects developed with title I funds are discussed in Chapter III.)

As already noted, some title I projects for public school children were sent to Albany, in tentative form, in June 1965. Most of these earliest projects were expansions or extensions of projects already in small-scale operation in the public schools. Some projects were also proposed for nonpublic school children.

Prior to title I, the New York City Board of Education had only limited and informal experience in working with the nonpublic schools in New York City. In the spring of 1965, meetings were held with the newly organized Standing Committee of representatives of the denominational schools.[21] While these meetings represented the first formal association between the Board of Education and the nonpublic schools, it was also the first such association among the various denominational groups.

It is described as a chaotic time; there were missconceptions and differing interpretations of the regulations and intent of title I. The Standing Committee was not completely organized; spokesmen had yet to be selected. Difficulties arose between factions of the same denomination and between local and national alliances. The different denominations wanted different programs. The Board of Education felt that it had to provide a uniform program for all groups since a separate project for each group would be too expensive, and there would not be enough personnel to run separate programs. At the same time, groups such as the United Parents Association, the Civil Liberties Union, and the Public Education Association were opposed to having projects in the nonpublic schools. Without specific guidelines and with opposing pressures, the Board of Education was reluctant to set up nonpublic school projects. Finally, about twelve spokesmen were assigned to the Standing Committee as denominational representatives; still there were differences in the kinds of programs the groups wanted.

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[21] Personal communication, Special Assistant to the Superintendent of Schools. For this part of this study, no attempt was made to speak directly with the representatives of the nonpublic schools. Thus, the following section represents only one viewpoint of the history of title I in New York City.

The programs that were finally proposed were intended to minimize friction. There was no direct aid to the nonpublic schools, and programs were designed which were of a therapeutic, remedial, and guidance nature. Other compromises were made; in many cases locations of projects were transferred from nonpublic to public school buildings.

Law suits concerned with possible violations of constitutional policies of separation of church and state arose from the early title I programs; decisions are still to be issued by the state and Federal courts. The Supreme Court cases involve Federal funds used for nonpublic school children. The "child benefit" theory is under attack. These cases are currently pending.[22]

As a result of all these factors, there was a delay in starting projects for nonpublic school children. Without exception, no title I project proposed exclusively for nonpublic school children was started until February or March of 1966, when the State Education Department ruled that these projects should begin.

The role of the community action agency. The concept of community participation under title I required adjustments on the parts of both the Board of Education and the community agencies. The act[23] and the Guidelines[24] to the act stress cooperation between the LEA and the local community action agency so as to avoid competition, waste, and duplication of effort and services in the planning and development of ESEA title I projects, and of projects developed under the Economic Opportunity Act of 1964. A form, OE Form 4305-2, "statement by the Community Action Agency on Project to be Funded Under Title I," testifying to such cooperation, is part of the project application. (In New York City, as already noted, the community agency is involved also in the definition of poverty areas. This is discussed in more detail in Chapter IV.) However, none of the 1965-66 project applications make mention of or append Form 4305-2. During that year, there existed in some communities in poverty areas centers for community progress set up under the Wagner administration to run anti-poverty programs. In interviews with the OSFAP,[25] "some difficulty with the community action agencies" was reported for the first year.(Further inquiry[26] revealed some recollection of a summary letter of community approval covering all the projects, but a copy of this letter sent to the state was not available.) These loosely affiliated centers each wanted to approve the title I projects.[27]

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[22] One case, Flast vs. Gardner, was argued in the Supreme Court on March 12, 1968. By April 7, the cutoff date for this report, no decision had been handed down by the Court.

[23] PL 89-10

[24] *Guidelines*, *op. cit.*

Prior to the start of the school year 1966-67, it was agreed upon by representatives of the Board of Education, the Human Resources Administration of the City of New York, and the Council Against Poverty (CAP) that the CAP would act as the coordinating agency for the local community action groups. As coordinating agent, the CAP was entitled to review title I proposals and participate in the planning of projects. In July 1966, title I projects being proposed for 1966-67 were submitted for review and consideration to the CAP. However, in August 1966, the CAP was reorganized; the composition of the new Council was not designated until September 15, 1966. As a result of these internal changes, the Board of Education, the Associate Commissioner of Education, the State Education Department Title I Coordinator, and the newly appointed Chairman of the CAP agreed that since the new Council had not had the opportunity to consider the proposals, it would neither approve nor disapprove the 1966-67 projects. Therefore, no title I projects proposed in the fall were approved or disapproved by the CAP.

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[25] Personal communication,staff of the Office of State and Federally Assisted Programs.

[26] Personal Communication, Assistant Chief Fiscal Officer, OSFAP. Due to the time pressure for completing this part of the overall study, no attempt was made to speak directly with the Council Against Poverty. In this sense, this aspect of the study is incomplete.

[27] Personal communication, Special Assistant to the Superintendent of Schools. When Mayor Lindsey took office in 1966, he established the Community Corporations; community residents are elected to the Boards of Directors of these Corporations.

Several projects, for public school children, for nonpublic school children, and for children from both, were proposed for the spring of 1967. For some, including the Pregnant Girls project, the After School Study Center project at I.S. 201, the Parent Follow-up project, the College Bound Planning project (see Chapter III for description of these and other projects), there was no comment by the Board of Education in the appropriate subsection of the project application regarding cooperative development, and no Form 4305-2. In other projects, also proposed for the spring semester, there were such comments. To quote specifically from the subsections of the project applications:

--The Planning Grant for Nonprofessional Personnel "has received the endorsement of the Education Committee of the New York City Council Against Poverty."

--Attendance Services, HS project "has been approved by the Brownsville-East New York Community Progress Center and by the Education Committee of the CAP."

--Kindergarten Aides has the "approval of the CAP."

--Aides for Libraries project "has been approved by the Education Committee of the CAP."

--"The Council voted to disapprove this project [Internship for Principals] which is intended to provide orientation and training for teachers to be appointed as school principals in disadvantaged areas. The Council believes that the most qualified principals should be produced by a revision of the present system of examination and appointment, rather than by any orientation and training program."

Statements referring to the role played by the CAP in the title I projects for the summer of 1967 follow:

--The 16 Institutions project was "developed in cooperation with the CAP."

--The CAP "endorsed [the decentralized] teacher training [Institute] proposals which allocated funds to the district superintendent and which stressed the teaching of reading."

--Head Start has been "approved, with the stipulation that Head Start Advisory Committees... be set up for each group of approximately ten schools."

--Summer Day Elementary Schools' project has been "approved on the condition that, within an experimental framework, some parent or community groups be given varying degrees of control over individual schools."

--Summer J.H. Schools' program was endorsed, although with a lower priority than other programs; the reduced allocation for this project reflects the lower priority status recommended by the CAP.

--Decentralized Projects (summer 1967) for Children has been endorsed by the Council Against Poverty. Specifically, the project application states that "The CAP has endorsed this method of decentralizing title I funds and has indeed gone on record as commending the Board of Education for doing so." Indication that the district superintendents were involving the appropriate local community agencies in the planning of programs was a prerequisite to the CAP approval.

The summer programs for socially maladjusted and emotionally disturbed children, speech handicapped children, mentally retarded children, children needing programs of guidance, hearing-impaired and language-impaired children, and children in hospital annexes were all given the endorsement of the CAP and the highest priority. The College Bound summer program, the Neighborhood Youth Corps program, PEP, the Vocational High School summer program, and the Musical Talent Showcase program were submitted to the CAP and received its endorsement.

In August 1967, there was a dispute between the Board of Education and the CAP in respect to the projects proposed for the 1967-68 school year. The dispute involved the question of "consultation and cooperation," and the rights of the CAP to refuse endorsement of proposed projects. Both sides eventually reached agreement, and "on September 20, 1967, in a letter to Mr. Alfred Giardino, President of the Board of Education, Rev. H. Carl McCall, Chairman of the New York City Council Against Poverty, accepted the Board's resolution of September 20, 1967 adopting programs described in [this] Summary."[28] For 1967-68, according to the project applications, "a set of Forms 4305-2 was provided for the Council Against Poverty on August 18, 1967, but despite frequent requests for their completion and return, to date they have not been sent."

By January 1968, the Board of Education and the CAP were engaged in another dispute involving five poverty areas where the community corporations had refused to endorse proposals. For the projects proposed for the 1967-68 spring term, copies were sent to the Council Against Poverty; there was no response.

However, the 1967-68 decentralized projects (see Chapter III for full description) were to be developed by the district superintendents in cooperation with the local community action agency, as well as in cooperation with other groups. All of the approximately 300 individual proposals sent to the State Education Department do mention consultations with one or more local community groups. In a document prepared by the Council Against Poverty,[29] the Council notes many instances where the Board of Education made substantial changes in decentralized projects after local approval has been given. The Board contended that some of the changes in these projects involved the need for the school system to conform to state standards on jobs and wages.

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[28] This statement was included in project applications 1967-68, for those fall 1967 projects described in the Summary of Proposed Programs, 1967-68, Title I-ESEA, prepared by the Office of State and Federally Assisted Programs, op. cit.

[29] Education Action Division, Community Development Agency, Background Fact Sheet, on Decentralized Title I Proposals, 1967-68. Public Hearing, February 13, 1968, (mimeographed).

Today the Assistant Superintendent in charge of the Office of State and Federally Assited Programs meets regularly with representatives of the Council Against Poverty. He indicated that in some respects, the Board of Education and the Council are moving in similar directions.[30] For example, both would like title I funds to be used to support extrinsic, visible programs -- that is, programs that are clearly additive, and that can be disbanded without upsetting the basic organization of the schools; and both groups are in favor of community participation. In some other respects, the aims of the Board of Education and the Council Against Poverty are not the same. For example, the Board of Education has become more strongly favorable to programs that concentrate on specific, identifiable children and produce measurable effects. In addition, one of the current unresolved difficulties in the relationship between the Board of Education and the community agencies is the question of community veto powers.

Evaluation and Reporting Requirements

According to the Guidelines, in order to "insure proper and effective use of the funds granted for the conduct of programs under title I and make it possible to appraise the effectiveness of the programs themselves,...evaluative reports must be made by the local educational agencies, the state educational agencies, the [U. S.] Office of Education [to Congress]. Basic to this three-tiered reporting system are the reports on local projects required of the state educational agencies; the reports required of the state educational agencies will be based largely on the reports these agencies require of their participating local educational agencies."[31] These constitute the States' Reports.

The Guidelines suggest that the state agency establish procedures and directives for evaluation and reporting that would assure comparability of data, so that the state agency can analyze and synthesize the educational attainments of children participating in title I programs. The Guidelines are very specific with regard to the frequency of evaluation; there must be an evaluation for every project every year. The plan for the evaluation is included in the design of the project.

At the end of every year, the LEA must submit an evaluative report to the state agency on each of its projects. The statewide program evaluation report is then submitted to the Commissioner of Education, U. S. Office of Education. The annual report of the National Advisory Council on the Education of Disadvantaged Children will be based in part on the reports submitted to the Commissioner. (As indicated in Chapter I, this Council was established by the ESEA of 1965.)

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[30] Personal communication.

[31] Guidelines, op. cit.

Research and evaluation in New York City. The Superintendent of Schools in New York City asked the Assistant Superintendent in charge of the Office of Research and Evaluation to take responsibility for all aspects of ESEA title I having to do with research and reporting. Three interrelated spheres of activity emerged early: development of evaluation designs, conduct of the research itself, and reporting to the State Education Department.[32]

The Assistant Superintendent in charge of the Office of Research and Evaluation maintains responsibility for developing the evaluation designs included in the project application (section 13B) that is sent to the state. These designs are prepared by the Bureau of Educational Research; this practice was first started in the 1965-66 year when there was pressure to get the application to the state on time. As already described, the Program Development section of the Office of State and Federally Assisted Programs sends the project descriptions to the research bureau, which in turn writes the tentative research design for the project application.

By February of the first year, it was apparent that the internal research resources of the Board of Education would be strained by the number of projects already in operation or planned; therefore contracts were made with other outside agencies to conduct the evaluations. The Center for Urban Education and the Bureau of Educational Research of the Board of Education shared the projects the first year.[33]

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[32] We are grateful to the staff of the research bureau for their help; they provided much of the information contained in this section.

[33] Evaluation is the only service an LEA is permitted to subcontract. Research and evaluation costs, although distributed on a percentage basis among projects, are budgeted as part of the central administration budget. In addition to evaluations of each title I project each year, the Board of Education has provided funds to the Center to undertake a small number of followup studies. In 1966-67 there was one followup of a summer 1966 project; during 1967-68 the Center contracted for two followup studies (of 1966-67 projects) as well as for this study.

During the 1966-67 school year, the Board of Education discussed the desirability of diversifying the outside evaluating agencies; however, the Center for Urban Education remained the only outside contractor. It was not until 1967-68 that the Board of Education negotiated with other agencies: today, the Bureau of Educational Research, the Center for Urban Education, the Psychological Corporation, the Educational Records Bureau, and the Center for Field Research and School Services of the New York University School of Education are all involved in the evaluation of one or more title I projects.[34] Appendix B contains a bibliographic listing of all evaluation reports of title I projects for 1965-66 and 1966-67. For 1967-68 the interim evaluations are included. The name of the study, the evaluation director, and the research agency are included.

Once the formal evaluation contract is signed, usually after the school year has started, the Assistant Superintendent in charge of Research and Evaluation, members of his staff, and other Board of Education specialists meet with the evaluation director of each project to discuss the design for that study. These conferences began in 1965-66 and are now an integral part of the process. Several meetings may be, and on critical projects usually are called. It has become the practice to include in these meetings representatives of the office or bureau of the Board responsible for conducting the program in the schools (the project director).

The final research design is negotiable, dependent on the availability of data, the size of the research budget, and the ideas and suggestions of the researchers. All instruments, questionnaires, and tests used in the conduct of the research must be approved by the Assistant Superintendent and his staff; the liaison people for the nonpublic schools are invited to examine instruments used in their schools. Systematic procedures, including letters to schools introducing research personnel, have been developed to facilitate continuous and cooperative communication among the outside agencies, the Board of Education, and the schools participating in title I projects.

Although insuring more appropriate and directed research studies in the sense of "quality control," the signing of the evaluation contract after the start of the school year and conformity to these procedures is a lengthy and time-consuming process, which often precludes the possibility of obtaining pre-project baseline data.

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[34] During the summer of 1967, the Center for Urban Education experimented with subcontracting some title I projects. For 1967-68 subcontracting by the Center was limited. During 1967-68 the Psychological Corporation did some subcontracting.

By contractual agreement it is the responsibility of the evaluating agency to prepare and submit interim and final reports, and summaries of final reports. However, in 1965-66, because the evaluation contract was not signed until the late spring, there was no time for interim or summary reports; instead, only 200 mimeographed copies of each final research report were delivered for distribution by the Board of Education.

For 1966-67, interim reports on the evaluations were available in the spring, and were furnished in response to requests of the State Education Department and the Board of Education. Summaries of the final evaluations were also requested prior to the delivery of the final report. These summaries were necessary because the final reports were not to be completed until well after the end of the school year, and thus could not provide necessary information for improving upon or modifying the program until after the next school year started. It was these summary reports that were sent to the nine members of the Board of Education and to the State Education Department -- who forwarded copies to the U. S. Office of Education -- and which were released to the news media.

For the current 1967-68 year, interim reports were sent to the Board of Education by March 15, 1968. The interim reports, coming early in the year, would provide the Board with enough time and information to make decisions about the following year's projects. However, because of the strike by the teachers' union, and the late start of school, the interim reports may not be as useful as anticipated. Final reports on the projects are to be available on October 31, 1968. A summary report will be delivered with the complete final report, and will provide the narrative data sent to the State Education Department.

More than 600 printed copies of each final report were prepared for the 1966-67 and summer 1967 projects;[35] ten of each were sent to the State Education Department. Of the remainder, about 150 copies were distributed by the Assistant Superintendent in charge of Research and Evaluation, and approximately 100 were distributed by the Assistant Superintendent in charge of the Office of State and Federally Assisted Programs; the Assistant Superintendent in charge of Information Services distributed the other 400. The Office of Information Services has general responsibility for disseminating all information concerning the Board of Education, including title I.

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[35] For the MES report, a second printing was required to satsify the demand for copies.

State and Federal reporting requirements. The research reports do not fulfill the state's reporting requirements.

For the 1965-66 year, in accordance with the U. S. Office of Education's guide for state annual evaluations, achievement test results were reported by the Board of Education. For fiscal years 1966 and 1967 the State Education Department sent reporting forms to the Board of Education. The research bureau of the Board of Education, under the supervision of the Assistant Superintendent in charge of Research and Evaluation, completed the report to the state. A separate report was submitted for the school year 1966-67 and the summer of 1967.

This evaluative report to the state was in two-parts. The first or statistical section summarized, for all projects together, the same type of information which was included in the separate applications: number of children, average daily enrollment and attendance, characteristics of staff, dissemination, categorization of title I activities, types of programs, etc. This year the Board of Education's Bureau of Educational Research is undertaking a study to provide an unduplicated count of pupils participating in title I projects. (For a more complete discussion, see Chapter IV.) The second section of the report was narrative; for 1966-67 at the request of the State Department, summaries of the final evaluation of each project were sent to Albany, as previously indicated, and forwarded to the U. S. Office of Education. Since there have been no new forms provided for the 1967-68 year, the same format will be used this year in reporting title I results to the State Education Department.[36]

Many studies are being conducted in addition to the reports of the states. For example, for fiscal 1968, the U. S. Office of Education is undertaking a national survey of compensatory education programs under title I in about 400 school districts. In New York City, 160 public schools will be involved; questionnaires will be sent to the principals and teachers of grades 2, 4, and 6 in these schools.

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[36] Personal communication.

Another U. S. Office of Education project, subcontracted to the American Institute for Research, will conduct a two or three year in-depth study of selected longitudinal projects; the primary purpose of conducting this investigation is to collect data for an intensive study of cost effectiveness which will be independent of the states' summary reports. In addition, many local educational agencies have initiated separate overall surveys of title I.

CHAPTER III

THE ACTIVITIES:
Title I Activities In New York City Schools, 1965-66 to 1967-68

Starting with the 1965-66 school year, the New York City Board of Education organized a wide range of activities designed to extend, expand, and improve its educational program in keeping with the intent of the Elementary and Secondary Education Act. To date, a total of more than 120 projects for all school and grade levels has been approved.[1] The projects that have been designed and implemented may be categorized into three types based on the pupil population served: public school children, nonpublic school children, and both public and nonpublic school children.

This chapter describes the title I projects for 1965-66 (including the summer of 1966), for 1966-67 (including the summer of 1967), and for 1967-68. Within each year projects for public school pupils, for both public and nonpublic school pupils, and for nonpublic school pupils will be described separately. These descriptions are based largely on the narrative portions of the project applications sent to the State Education Department for approval; however, it should be noted that there are some discrepancies between the descriptions presented here and the final, modified, and revised proposals.[2] These discrepancies occur, for the most part, in the number of schools involved in the project and in the exact numbers of personnel assigned; the differences are usually not great.

It should be noted that it is only the project proposals that are described here; the actual scope of operations of the projects, as they have been implemented, is not described. In other words, the dimensions of the projects as set forth in the original budget are presented; what is not discussed are the amounts and kinds of services a school received, or how the services were used.

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[1] An accurate total number of projects is difficult to estimate exactly because the count may include recycled projects for each year and separate applications made, for example, for elementary and junior high school levels of the same program.

[2] It was decided to use the descriptions submitted in the applications to Albany for these reasons: first, the modifications for the 1967-68 school year were not completed by the cutoff date, and the data would therefore not be comparable to the two earlier years; second, the revised proposals for the first year are fragmented and in part unavailable, due to changes in personnel and a physical relocation of the OSFAP.

DESCRIPTION OF THE 1965-66 TITLE I PROJECTS IN THE NEW YORK CITY SCHOOLS

Projects for Public School Children, 1965-66

Table 2.1 pages 45 and 46, lists the title I projects that were planned for public school children for the 1965-66 school year and for the summer of 1966.[3] Unless noted, title I grants funded the projects from October 1, 1965, to the end of the school year. Some projects were budgeted starting in the spring semester, from about March or April, through June; others ran from the spring term through the summer. Still other projects were designed to operate during the summer months. Most of the proposed programs were extensions or expansions of programs existing in the public schools prior to the availability of ESEA funds. Although title I funds may not be used simply to supplement local funds (there must be "maintenance of effort" on the part of the LEA), they can be used to expand, extend, and improve on already existing projects. A brief summary of each of the projects funded in whole or in part under title I of the ESEA follows the table.

After School Study Centers (ASSC). The Board of Education's After School Study Centers program was extended under title I to provide special remedial and tutorial instruction three times a week, from 3:00 to 5:00 P.M. to pupils in elementary and junior high schools in disadvantaged areas. The 1965-66 title I program design included provision for instruction in remedial reading and mathematics, assistance with homework, and instruction in the use of the school library under the guidance of an assigned teacher.

Under title I ASSCs were set up in 52 public elementary schools (Transitional, Special Services, Open Enrollment, and More Effective) for pupils in grades 3 to 6. At the elementary level, stress was

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[3] For this report all New York City title I projects were classified according to the school population being served; each year title I projects were proposed for children from public schools, for children from both public and nonpublic schools, and for children from nonpublic schools exclusively. The classification was based on the description of the target population in the project application.

TABLE 2.1

TITLE I PROJECTS FOR PUBLIC SCHOOL PUPILS, 1965-66

Project Title	Abbreviated Title
After School Study Centers for Disadvantaged Pupils in Selected Public Schools	After School Centers -- ASSC :
Part A - Elementary Schools	Elementary
Part B - Junior High Schools	JHS
The Four Year Comprehensive High School Program (Grade Reorganization)	Comprehensive HS:
Part A - Academic High Schools	AHS
Part B - Vocational High Schools	VHS
Free-Choice Open Enrollment Services to	Open Enrollment--OE :
Part A - Receiving Elementary Schools	Elementary
Part B - Receiving Junior High Schools	JHS
A Special Enrichment Program Geared to Excellence for Schools in Transitional Areas	Transitional Schools:
Part A - Elementary Schools	Elementary
Part B - Junior High Schools	JHS
Improved Educational Services in Selected Schools	Improved Services:
Part A - Elementary Schools	Elementary
Part B - Junior High Schools	JHS
The Middle School - Grade Reorganization	Middle Schools
Expansion of the More Effective Schools Program	MES
Speech Improvement Program for Disadvantaged Children in 25 Selected Public Schools	Speech Improvement
College Discovery and Development Program	College Discovery Program -- CDDP

Continued, next page

TABLE 2.1 Continued

Project Title	Abbreviated Title
Improving Instruction in Schools for Socially Maladjusted Emotionally Disturbed Children Part A - Improving Instruction in Schools for the Socially Maladjusted Part B - Supportive Services to Socially Maladjusted Children in Regular Schools	Instruction for Socially Maladjusted (SM): SM, "600" Schools SM, Regular Schools
Educational Services for Socially Maladjusted Pupils in Selected Schools	SM, Selected Schools
The Establishment as a Board of Education Facility, a School for Socially Maladjusted, Emotionally Disturbed, Culturally Deprived Boys (Lincoln Hall)	Lincoln Hall (dropped)
Interscholastic Athletic Program	Athletic Program
The"Teacher—Moms" Program	"Teacher—Moms"
A Project to Demonstrate the Effectiveness of a School-University Teacher-Education Center	SUTEC
A Project to Develop a Curriculum for Disadvantaged Students in the Intermediate (Middle) School	Curriculum Development, Middle Schools
A Project to Provide Teacher-Supervisor Training Needed to Implement in 12 Schools Servicing Disadvantaged Pupils, the Curriculum Being Developed in the New Type of Intermediate (Middle) School	TT,Middle Schools
A Project to Develop a Curriculum for Disadvantaged Pupils in Special Classes of Regular Junior High Schools,...,and to Provide Teacher-Supervisor Training	Curriculum Development& TT,Career Guidance
Redevelopment of a Curriculum for Socially Maladjusted and Emotionally Disturbed Children with a Corollary of Teacher Training	Curriculum Development, & TT, SM

to be placed on remedial instruction in reading and mathematics.

Title I funds were used to staff and equip ASSCs in 47 public junior high schools (Middle, Transitional, and Open Enrollment) for students in grades 7 to 9. Each center was to be staffed with a supervisor and regularly licensed Board of Education teachers.

Comprehensive High Schools. In line with the Board of Education policy of April 1965, to establish a 4-4-4 grade school system, as recommended by the Allen Committee, the Four Year Comprehensive High School (HS) program was initiated. By combining the academic and vocational high schools into a single comprehensive unit, the Board of Education aimed to achieve quality integrated education. In September of 1965, as part of the reorganization, about 19,000 ninth-grade students were to be transferred to HSs.

The major goal of the program was to provide HS students with an opportunity to improve their motivation for learning and their academic performance, and to offer them a flexibility of choice not possible in separate academic and vocational high schools.

Starting in 1965-66 additional services were to be supplied under title I to the high schools to which ninth graders were transferred. The augmented services were to include special guidance counselors, behavior counselors, additional teachers to reduce class size, and remedial reading and other specialists. Although these students were transferred to all 60 academic high schools (AHS) and 29 vocational high schools (VHS), the additional title personnel were to be assigned to only 50 AHS and to all 29 VHS.[4]

Open Enrollment (OE). The Free-Choice Open Enrollment (OE) program was a comprehensive program designed to promote integration. Basically, pupils residing in economically disadvantaged neighborhoods and attending schools with high concentrations of minority group children, were encouraged to transfer to schools with unused space where a more varied ethnic distribution existed. Pupil transportation to and from these schools was provided free for participants.

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[4] Since it was neither possible nor practical in a city as large as New York to put all high school services in a comprehensive high school in a short period of time, and intermediate plan was proposed: skill-trade shops would be distributed so that a group of neighboring schools could supply the variety of services. Beginning in September 1967, all pupils assigned to either type of HS would be uncommitted as to choice of program until their 11th year of school. All new HSs were to be comprehensive high schools.

The OE program had been in operation in New York City during 1964-65 at both the elementary and junior high school (JHS) level. In 1965-66, 148 elementary and 24 JHSs received OE pupils, and because of their increased registers, additional allotments of staff and supplies funded under title I. Although the OE "receiving" schools were not in poverty areas, the OE pupils were entitled to ESEA services, since under the "child benefit" interpretation services follow the child. The additional services, made to the "receiving" schools, were to include classroom teachers and supervisory personnel, guidance counselors, subject area specialists, remedial teachers, school aides, and personnel for the ASSCs.

Transitional Schools. This project was designed to improve the attractiveness and holding power of schools in communities in the process of social and economic transition. The title I proposal was designed to increase the specialized services in these schools in order to meet the individualized needs of the pupils; to improve their achievement, adjustment, and motivation to school; and as a result, to achieve community stability.

In 1965-66, 79 elementary and 37 JHS were to participate in the program. Title I provided funds for special enriched classes; special classes for the gifted, slow, and socially maladjusted; increased allotments for supplies; assignment of additional personnel, including corrective reading teachers and subject matter specialists, as well as teachers to reduce class size; individual and group counseling; and better equipped classrooms. ASSCs were also to be established.

Improved Services. This project was designed to supplement the education of disadvantaged children in 207 selected elementary and 24 selected special service[5] JHSs. In order to more adequately meet the needs of these children and to upgrade the quality of education, expanded services, special teachers, guidance counselors, and additional supervisory positions were to be provided by title I funds.

In 102 elementary schools the sixth grade was removed and the children were sent to JHS; the vacant space was to be used for prekindergarten classes, single kindergarten classes, and junior guidance and special guidance classes. All half-session classes were to be eliminated. Class size was to be reduced. Art, science, corrective reading, music and health education specialists were to be assigned, and additional allocations were made for instructional supplies.

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[5] Schools are designated special service on the basis of pupils' reading and language limitations, and other criteria. Special service schools receive larger allocations (from the Board of Education budget) for personnel and administrative services than do non-special service schools. Title I funds used in special service schools increase the additional services to an even greater extent.

Under the terms of the proposal, the 24 JHSs were to receive additional guidance counselors and remedial teachers to work with the incoming sixth graders. The assignment of more classroom teachers, librarians, department chairmen, and school secretaries would make possible a reduction in the pupil-teacher ratio in these schools.

Grade Reorganization-- Middle Schools. The primary goal of the Middle School program was to provide quality-enriched integrated education in order to raise pupils' levels of achievement. Title I funds were to be used to reorganize the 6-3-3 grade structure in 38 selected JHSs preparatory to the establishment of the 4-4-4 school system. In 1965-66, the sixth grade of elementary schools was transferred to these JHSs in a move toward the middle school organization and goals. By establishing integrated feeder school patterns (of elementary schools) for each newly organized middle school, there would be a better ethnic balance.

The title I proposal sought to provide the reorganized middle schools with highly individualized programs of study based on continuous diagnosis and reappraisal of pupil progress. Instruction, emphasizing the discovery approach to learning, would take place in both large and small groups. The curriculum and methodology were to be flexible and include experimentation with nongraded classes, team teaching, and other innovations. Remedial reading teachers, teachers for citizenship and career guidance classes, librarians, teachers to reduce class size, supervisors, guidance counselors, department chairmen, school secretaries, teacher aides, laboratory assistants, and other personnel as well as extra allotments for supplies were to be provided. The program also included provision, by ASSCs, for extending the school day.

More Effective Schools (MES). MES was designed in 1964 by a Joint Planning Committee of the UFT, the Council of Supervisory Associations, and representatives of the Superintendent of Schools. More Effective Schools was planned as a comprehensive program for pupils in grades prekindergarten (pre-K) through 6. Among its features were small classes, increased professional staff, expanded guidance services, and an extended school day.

MES started in September 1964 in ten schools; as a result of the availability of title I funds, 11 new schools were added in

1965-66. During 1965-66 all MES schools received title I funds for remodeling classrooms, although only 19 schools qualified for title I funds for personnel.

According to the program proposal, class size in pre-K was to be limited to 15; in the kindergarten (K) classes, the number of pupils was to be set at 20. Three teachers were to be assigned to every two K classes. The program for these early grades would center around language arts. An intensive inservice training program for teachers, and workshops sessions for parents were to be arranged.

In grades 1 to 6 class size was to be limited to 22; pupils would be grouped heterogeneously, with opportunities for regrouping them during the day. Four teachers were allotted to every three classes, with additional curriculum area specialists allotted.

In addition, funds were provided for the assignment of, to each school, a corrective reading teacher, a speech teacher, an attendance teacher, an audio-visual teacher, and a community coordinator. A clinical team -- including a psychologist, social worker, a part-time psychiatrist, and a guidance counselor -- was also to be available to each school.

Speech Improvement. The favorable prior experiences of the MES program in speech improvement provided the incentive for this title I program. This new program differed from the existing speech program in that it was to provide classroom instruction in basic speaking skills. Twenty-five special service public schools were selected to participate in the spring semester program which was designed to improve the oral communication skills of disadvantaged pupils by providing specialized training in listening and in speaking. It was anticipated that an improvement in communication skills would result in an enhancement in pupils' chances for educational and vocational success and social mobility. Under title I, full-time speech improvement teachers were to be assigned to each of the 25 schools to work with classroom teachers in planning and carrying out an organized, sequential program of instruction in the basic speaking skills.

College Discovery and Development Program (CDDP). The College Discovery and Development Program was initiated -- with funds from title I, New York State, and the Office of Economic Opportunity -- in September 1965 by the Division of Teacher Education of The City

University of New York and the New York City Board of Education. The program aimed to discover (identify) those educationally disadvantaged pupils with high academic potential, and prepare them for admission to college. Students who successfully complete the high school program are guaranteed admission to a unit of The City University.

Based on a "school-within-a-school" concept, there were five development centers established, located in high schools, one in each borough of the city. For 1965-66, 580 students were selected for the program. Title I funded the additional staff and services for the educational program; state funds were to be used for the evaluation; and antipoverty funds were to be used to pay college students working as tutors in the development centers. The special program involved intensive guidance by trained counselors with small counseling loads, academic instruction and remediation in small groups, and cultural enrichment.

Instruction in Schools for the Socially Maladjusted (SM). The schools for socially maladjusted and emotionally disturbed children, formerly called the "600" schools, accept returnees from state mental institutions and training schools, as well as children suspended from regular day schools in New York City.

As a result of the availability of title I funds, all 16 of the "600" schools were to receive additional assignments of instructional personnel and supportive services. The supportive services included a school psychologist, a school social worker, guidance counselors, and the services of a part-time school psychiatrist.

Supportive Services, Socially Maladjusted (SM) in Regular Schools. The Supportive Services program, augments the regular guidance services in schools by providing special services to pupils in junior guidance classes, early identification classes, special guidance or citizenship classes, and career guidance classes. Early identification, junior guidance, and special guidance or citizenship classes were all part of the elementary school. Career guidance and citizenship classes were included in the JHSs. Children are admitted to these special classes when their behavior interfers with the ongoing educational programs in normal classes, and if psychological diagnosis indicates that there is a need for placement in smaller, more highly structured classes.

Under title I, the supportive program for children in grades 2 to 12 in special classes was to make available the services of guidance counselors, social workers, psychologists, and psychiatrists in order to better identify pupils' behavioral problems and meet their special needs.

Socially Maladjusted, in Selected Schools. In the spring semester of 1965-66, title I funds made possible the organization of four schools in institutional settings serving about 480 pupils who were public charges of the City of New York and who were assigned to these schools by the courts and by the Department of Welfare.

The main objective of this project was to improve childrens' educational attainment by providing a rehabilitative environment, and a special program and staff trained in working with disturbed children. The proposal limited class size to 12. Assisted by the guidance counselors and the psychological and medical team, the teaching staff would use special curricula, remedial instruction, and experimental approaches in order to meet these childrens' particular needs and to prepare them for a return to regular classrooms.

Athletic Program. By providing the staff and the equipment for interscholastic sports activities in 43 academic and 19 vocational high schools, this project sought to develop physical fitness, an awareness of community and civic responsibility, and a sense of fair play. The purpose of the project was to increase the motivation of students to remain in school, and to promote integration.

The title I grant permitted the selected schools to take a greater part in the existing interscholastic athletic program of the Board of Education; funds were provided to meet expenses that the students and the schools could not otherwise afford. In addition, a new program of junior varsity competition was introduced.

"Teacher-Moms". This project was in operation during the year, but funds from title I were used to extend the educational and therapeutic setting during the summer vacation period. The "teacher-moms" project was housed in a public school in the Bronx, and was to serve six seriously emotionally disturbed children from the area.

The procedure for the summer paralleled that of the regular school year. The program would provide a one-to-one learning experience. Each child would have had two volunteer "teacher-moms," one Negro and one white, alternating two mornings a week. Through individual attention, and daily activities in music, art, storytelling, dramatics, field trips, and films, the child was to receive experiences tailored to his emotional needs and learning readiness.

SUTEC. Funded under title I, the School-University Teacher Education Center was a jointly planned and operated program of the New York City Board of Education and the Department of Education of Queens College of The City University of New York. Although the primary aim was to upgrade the education of pupils enrolled in P76Q, a special service elementary school in Queens, there were other objectives as well: to provide an effective teacher-training pattern; to establish a nucleus of future leaders experienced in teaching the disadvantaged, and to set up a prototype school facility responsive to the needs of the community. The title I SUTEC program ran from February through the summer of 1966. The first year was to be one of planning; the project was to continue for four more years.

The staff of the school was to be increased by the assignment, under title I, of an additional assistant principal, three additional teachers, three community resource persons, a special speech teacher, an audio-visual coordinator, and a school secretary. A medical-psychological team would be available for consultation and remediation. Snacks and lunch would be provided, the library expanded, a program of cultural trips introduced, ASSCs established, and provision made for teacher-orientation and a summer session. The principal of the school and the Director of SUTEC were to serve as codirectors, sharing responsibility. Some supplementary services would be provided to Queens College to improve their program for preparing teachers of the disadvantaged.

Curriculum Development, Middle Schools. According to this title I project proposal, curriculum writers, teachers. supervisors, and consultants in curriculum were to be assigned to develop a new curriculum for pupils in grades 5 to 8 in the newly organized Middle School. The curriculum was to be written during the spring and summer of 1966. Emphasis in all curriculum areas would be on social relations, and would focus on meeting the individual needs of disadvantaged children living in a large urban center. Based on a pre-K to 12 sequence, the new curriculum was to cover language arts, mathematics, science, social studies, home living, physical education, and the arts. Typewriting and foreign languages were to be introduced in the new curriculum at the fifth grade level. There was to be a new curriculum area called Urban Living.

Teacher Training, Middle Schools. In September 1966, the new type of Middle School was initiated in 12 intermediate schools. The design for the intermediate schools included the new curriculum (see above), more creative use of the school plant, changes in teaching assignment, and the introduction of new materials, equipment, and approaches to teaching.

Because of the comprehensive nature of these changes, the staff of the 12 intermediate schools was to participate in a teacher-supervisor training program conducted during the spring and summer of 1966. Selected personnel from 58 elementary feeder schools (schools sending pupils to the 12 intermediate schools) were to be oriented toward an accurate understanding of the new program. Title I was to pay for the cost of the training sessions, the salaries of consultants, and the charges for coordination.

Curriculum Development and Teacher Training (TT)--Career Guidance. This project proposed a curriculum for the 57 JHSs in New York City that have special career guidance classes serving about 2400 pupils who tend to be over-age, severely retarded academically, and poorly motivated. Since the traditional curriculum had been found to be inappropriate for these students, a new curriculum was to be written during the spring and summer. In June, teachers and supervisors were to be trained in the use of this new curriculum. Title I funded the teacher-training sessions and the salaries and other costs for the development of the curriculum.

Individual and group guidance was to be the basis of the curriculum; special emphasis would be placed on the acquisition of skills. All subject matter -- language arts, speech, mathematics, social studies, science, industrial arts, and office practice -- would concentrate less on theory and more on the acquisition of skills for high school or for the future world of work.

Curriculum Development and Teacher Training (TT), SM. This title I proposal was for the development of a curriculum for disadvantaged socially maladjusted and emotionally disturbed children in the special ("600") schools, to be written during the spring and summer of 1966. Teachers and supervisors, in consultation with curriculum experts, would develop a curriculum to improve the self-image and the academic and economic competence of the children who had not responded to the traditional school program. Teacher training in the use of this curriculum was planned for the summer under title I. Selected teachers were to work with the new curriculum to test its effectiveness.

Lincoln Hall. A project to establish a special school for socially maladjusted and emotionally disturbed boys had been contemplated as a title I project, but was withdrawn after the proposal was prepared.

Projects for Both Public and Nonpublic School Children, 1965-66

Table 2.2 (page 56) lists the title I projects that were proposed for both public and nonpublic school children for the 1965-66 school year and the summer of 1966. These projects are open to all children, those attending public schools and those attending nonpublic schools.

A brief description of these projects, based on the information contained in the project applications, follows the table. Unless otherwise noted, all title I activities involving both public and nonpublic school children were to take place on the premises of public schools. With two exceptions, Expanded K, and TV & AV Equipment, the projects were scheduled for the summer session.

During the 1965-66 year title I made possible the expansion and improvement of existing activities in the schools. ESEA funds were used to initiate some projects, but New York City had had some prior experiences with Pre-K classes, Kindergarten classes, Head Start, Summer School programs, and the Neighborhood Youth Corps project. Summer institutes for teachers had in the past been funded under other Federal programs.

Expanded Pre-Kindergarten (pre-K). The pre-K program for about 5,100 four-year-old children provided these youngsters with opportunities designed to offset early deprivations, and thus equip them for later educational experiences. The program was open to all children, those who would attend either public or nonpublic schools in later grades.

In 1964-65, 33 pre-K classes were supported by the regular school budget. In 1965-66, with title I funds and with New York State funds, the program was to be greatly expanded to include a total of 204 classes in 132 public schools and annexes.

The program was to consist of daily three-hour sessions during the school year, including snacks and lunch; small groups of children were to be involved with materials and equipment appropriate for exploration and investigation. A pre-K teacher was to be assigned to each class;the project proposal also included provision for early childhood supervisors, teacher aides, and family assistants.

Expanded Kindergarten (K). In 1965-66, title I funds were used to provide disadvantaged five-year-old children, who would otherwise not receive kindergarten training, with the opportunity to develop the basic experiences, concepts, and skills necessary to readiness for reading and other first-grade learning experiences.

TABLE 2.2

TITLE I PROJECTS FOR PUBLIC AND NONPUBLIC SCHOOL PUPILS, 1965-66

Project Title	Abbreviated Title
The Expanded Pre-Kindergarten Program	Expanded Pre-K
The Expansion of Kindergarten Instruction in Disadvantaged Areas of New York City	Expanded K
Pre-Service Training of Prospective Teachers in an Accelerated Program to serve in Public and Nonpublic Schools beginning September 1966	Pre-Service TT -- ITTP
Pre-School Child Development Centers in Disadvantaged Areas of New York City Summer 1966	Head Start
Teaching the Disadvantaged - Summer Institutes for Professional Training of Teachers, Supervisors and Administrators	Summer Teacher Training (TT) Institutes
Educational Enrichment for Disadvantaged In-School Neighborhood Youth Corps Enrollees during the Summer	Neighborhood Youth Corps
TV and AV Equipment for Pupils in Selected Public and Nonpublic Elementary Schools	TV & AV Equipment
Summer School Programs: Part A - Elementary Schools	Summer, Elementary (Includes Summer, Music & Art NPS)
Part B - Junior High Schools	Summer, JHS
Part C - Socially Maladjusted	Summer, "600"
Part D - Summer Vocational High Schools	Summer, VHS
Part E - Academic High Schools: English as a Second Language; High School Discovery and Talent Search	Summer, AHS

The program was an expansion of the existing kindergarten program in the New York City schools; it was expanded to include all children (including those from Head Start programs) who are entitled to a kindergarten experience if their parents desire it. About 3,000 children in 72 classes in 47 schools were to participate during the 1965-66 regular school year.

Medical, psychological, and speech improvement services were included in the design,as were parent education, and the pre and inservice training of teachers. Teacher aides were to be paid from funds from the antipoverty program.

Intensive Teacher Training Program (ITTP). This project consisted of a pre service training program in professional teacher education courses for college graduates with baccalaureate degrees. The Division of Teacher Education, City College School of Education of The City University of New York, would undertake the training of about 3,500 prospective teachers in a summer program offering 6 to 8 college credits in education. The purpose of the program was to help to meet the expanded personnel needs created by title I. Starting in September 1966, these new teachers were to teach in public and nonpublic schools in New York City.

The assignment of these teachers to public schools would provide the schools with smaller classes, specialized teaching and guidance services, library, and corrective and remedial services. In the nonpublic schools, these teachers would provide remedial, therapeutic, and enrichment services.

Teachers were to be recruited and selected in May and June; the training was to be conducted in July and August. In the fall of 1966, the City College School of Education planned to offer a two-credit inservice course for the newly assigned teachers.

Head Start. In the summer of 1965, about 18,000 five and six-year-old children were to participate in 147 Head Start Centers run by the Board of Education and the Office of Economic Opportunity.

As a result of the availability of title I funds, the plans for the summer of 1966 anticipate that 30,000 children would enroll in 262 preschool child development centers. The daily three-hour session would provide children with opportunities, through games, trips, stories, and other language experiences, that foster curiosity, and develop the skills and attitudes that are a prerequisite to success in early classroom learning.

Provision was made for lunch, medical and dental checkups and remediation, psychological services as needed, and programs for the orientation of parents.

Summer Teacher Training (TT) Institutes. This program was designed to improve the quality of instruction in public and non-public schools by providing training during the summer of 1966 for teachers, supervisors, and administrators teaching or preparing to teach disadvantaged pupils in grades 1 to 8.

Ten centers were to be established and organized in four two-week cycles, with four major content areas: English language, urban living, history and the social sciences, and mathematics and science. The provision was for 50 students to participate in each subject area, for a total of 200 each cycle per center, or a total of 8,000 for the summer.

An orientation session was to be conducted prior to each two-week cycle for both the incoming and the experienced instructors.

Neighborhood Youth Corps. This summer program was designed to provide educational enrichment for 22,500 inschool Neighborhood Youth Corps enrollees aged 16 to 22. The goal of the project was to return the enrollees to school with improved skills and motivation; it had been tried with a small group of enrollees during the summer of 1965.

The 1966 program was to consist of a four-hour per day work assignment and a two-hour per day educational program, financed respectively by the Department of Labor and by ESEA title I. This remedial educational program was ungraded and was built around the work experiences of the students.

The activities were to take place in neighborhood community facilities; the design included teacher aides enlisted from colleges, and VISTA and other volunteers to teach small groups under the supervision of a licensed teacher. A citywide coordinator, a librarian, and curriculum specialists were provided for in the project proposal.

TV and AV Equipment. This project was proposed for May and June 1966; in order to permit pupils more varied visual and auditory experiences, title I funds were used for additional AV and TV equipment including, for example, a tape recorder, an overhead projector, a TV receiver, and a radio for each school. The proposal provided for the loan of additional TV and AV equipment to 135 nonpublic schools and 189 public schools. Under ESEA title II, some equipment had been purchased earlier in the school year for use by these schools.

Schools were to develop their own arrangements for the utilization of this equipment for both pupil and teacher training.

Summer Elementary. In the summer of 1965, 24 elementary schools participated in a program during July and August. Title I funds were to be used to expand the summer 1966 program; 86 schools were included in the ESEA funding, while seven others were to operate on regular tax levy funds. Part of the 1966 summer schools program, the Summer Day Elementary School program, stressed the development of basic concepts involved in reading and verbal communication. Plans called for public school and nonpublic school children to attend the summer sessions. Originally, a separate summer program in music and art was proposed for the nonpublic schools; changes in Board policy were responsible for the merging of the two programs.[6]

The project design included the assignment of licensed librarians, a variety of language arts experiences, and enrichment classes in music and art for less retarded readers. In 55 schools, a teacher of English as a second language was assigned. Speech clinics were established in four schools, and there were five schools with programs for Intellectually Gifted Children (IGC). Provisions were made for auxiliary services, transportation, free lunch, and free milk for the children. Volunteers from the newly organized Advisory Council of Volunteers, representing 15 leading civic groups, were to be used in the elementary schools.

Summer Junior High School (JHS). The title I Summer JHS program, part of the 1966 summer schools program, was designed to help students make up subject failures, and to help others maintain a normal rate of progress.

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[6] In June 1966, a Board of Education circular number E.P.22 changed the eligibility of pupils enrolled in Federally funded school programs. Children from the nonpublic schools participating in ASSCs and enrichment services, and children from public transitional, special services, as well as those electing to go to OE schools were eligible to participate in the summer schools program.

Fourteen schools (the same number as in 1965) prior to the availability of ESEA funds offered courses to pupils in grades 6 to 8, emphasizing the second half of the regular year's work. In order to be eligible for courses for credit, students had to be retarded in reading or mathematics, or to have failed one or more major academic courses. Ninth graders who, because of their low reading ability, did not earn a diploma or certificate were eligible for courses in corrective reading. Plans called for reading improvement courses and courses in enriched mathematics and music to be offered without credit.

Summer, Socially Maladjusted (SM). Title Ifunds made available, for the first time, summer schools for the socially maladjusted. The project was part of the summer schools 1966 program. The objective of the program for socially maladjusted pupils was to lengthen the school year and to add continuity to the school program by providing a year-round educational and clinical environment.

Twenty-three day schools, hospitals, and treatment and remand centers were to participate in a daily half-day program of remediation and instruction in the language arts and shop courses. Library work and recreational activities were also to be offered. A unique aspect of the program was the inclusion of play therapy and trips to industrial sites.

Summer Vocational High School (VHS). The Summer Vocational High School program provided pupils with the opportunity to make up failures and to reinforce skills in order to prevent retardation and help assure graduation. Title funds permitted an increased number of course offerings in the summer of 1966. The program was conducted in one vocational high school, its four associated special trade schools, and in two other vocational schools.

Summer Academic High School (AHS). The Summer Academic High School program was part of the summer school program designed to develop, through the use of small group instruction by skilled teachers and by means of varied materials, the specific educational skills, appreciations, and understandings necessary to assist disadvantaged children in progressing through high school at a normal pace.

The high school discovery program, and English as a Second Language, parts of the regular summer school AHS program, were funded largely through title I. This year, about 300 ninth grade pupils were selected for the College Discovery Program and were to participate in an eight-week summer residency at Columbia University. Through intensive instruction in mathematics and English, it was anticipated that these youngsters would increase their chances of being admitted to a science high school.

In four high schools, ten classes were to be established to teach English to newly arrived foreign-language speaking children. These classes were open to nonpublic school children as well as to public school children.

Projects for Nonpublic School Children, 1965-66

Table 2.3 lists the 1965-66 projects classified as exclusively for nonpublic school children. Because of the uncertainties about the size of the congressional allocation, the law itself was open to various interpretations, and because the Board of Education was inexperienced in working with the nonpublic schools, the programs (as noted in Chapter II) began late, in most instances in March of the 1965-66 school year. During these early days of title I there were disagreements as to whether services to nonpublic school children could be provided on the premises of the nonpublic schools; this confusion is apparent in the project applications, and is reflected in those descriptions below where it is unclear whether the center was to be located in the public school or in the nonpublic school building. Title I funds clearly were not used to pay the salaries of nonpublic school teachers; corrective and remedial teachers working on title I projects in the nonpublic schools were licensed and paid as employees of the Board of Education.

A brief summary of the 1965-66 activities for nonpublic school children follows. Most of these projects planned for the private school children resemble, and are modeled after, programs in the public schools; all are new, however,in that they involve public school teachers in nonpublic school settings, and new relationships between the Board of Education and the denominational schools.

Corrective Reading. The Corrective Reading program was designed to provide remedial instruction to about 14,000 pupils in the nonpublic schools. In 1965-66, 93 corrective reading teachers were to be assigned to work in 131 nonpublic schools. The pupil-teacher ratio of 150 pupils to one corrective teaching position, the original proposed ratio, was the same as the ratio used in similar programs in the public schools. The 150 pupils would not necessarily be in one school; the corrective reading teacher, assigned to a school on a part-time basis, was to travel from school to school.

The corrective reading teacher was to teach small groups of children, conduct a diagnostic testing program, consult with and

TABLE 2.3

TITLE I PROJECTS FOR NONPUBLIC SCHOOL PUPILS, 1965-66

Project Title	Abbreviated Title
Corrective Reading Services for Disadvantaged Pupils in Nonpublic Regular Day Schools	Corrective Reading
Basic Speech Improvement in Nonpublic Regular Day Schools	Basic Speech Improvement
Speech Therapy Services in Nonpublic Schools:	Speech Therapy:
Part A - Regular Day Schools	In School
Part B - Interim After School Centers	Out of School
Educational Enrichment Programs for Disadvantaged Pupils in Nonpublic Schools:	Educational Enrichment:
Part A - Art	Art
Part B - Music	Music
Part C - Health Education	Health Education
Part D - Library	Library
Part E - Clerical Services	Clerical Services
Demonstration and Teacher Training Program for Teachers of Disadvantaged Pupils in:	Demonstration & TT Workshops:
Part A - Art	Art
Part B - Music	Music
Part C - Health Education	Health Education
Part D - Library	Library
Part E - Speech Improvement	Speech Improvement
Out-of-School Remedial and Tutorial Instruction Centers for Nonpublic Schools	Remedial & Tutorial Centers
Out-of-School Guidance Centers for Disadvantaged Pupils in Nonpublic Schools	Guidance Centers
An Institute to Recruit Personnel for the Basic Speech Improvement and for the Speech Therapy Program in the Nonpublic Schools	Recruiting Speech Teachers (Dropped)

and demonstrate corrective techniques to the regular classroom teachers. Special instructional materials were also provided for by the title I grant.

Basic Speech Improvement. The goal of this program was improvement in the speech pattern of disadvantaged children in order to increase their chances of educational success, social mobility, and vocational competence.

Under title I a total of ten speech improvement teachers was budgeted for. Two part-time speech teachers, working in teams, were to be assigned to each of the ten schools selected for the project. The speech improvement teachers would work with classroom teachers to plan and carry out an organized, sequential program of instruction. This program differed from the speech therapy program by providing classroom instruction in basic speaking skills.

Speech Therapy. This two-part clinical project provided therapy for those disadvantaged youngsters who had speech defects. It was anticipated that as pupils improved in their ability to communicate, greater social effectiveness could be expected.

Speech correction teachers, licensed by the Board of Education and paid under title I, were to identify, diagnose, and try to correct speech defects through direct therapy and through conferences with parents and classroom teachers. Provision was made for referrals to psychological or speech clinics, where such need was indicated. During the regular school day, the speech teachers would work in 30 nonpublic schools; after school speech clinics were to be established in 53 schools because it was anticipated that enough personnel would not be available for inschool programs in all the schools.

Educational Enrichment. In order to improve instruction in the nonpublic schools, curriculum specialists licensed by the Board of Education were to provide instruction and demonstrations in art, music, library skills, and health education. Clerical assistance, supplies, and audio-visual aids were also included in the budget for this title I proposal.

This program, also called the Special Potential Development Services program (SPDS), proposed the establishment of centers during and after the school day. Except in the library program, most children participated in out-of-school programs. Art centers were to be established in 143 schools; music centers in 152 schools; libraries in 139 schools; and health education centers in 127 schools.

Clerical services were to be assigned to 107 schools. Nine inschool art centers, 9 additional inschool music centers, 17 inschool health education centers, and 25 inschool library centers were also to be established in the nonpublic schools themselves.

Demonstration and Teacher Training (TT). Under title I, nonpublic school teachers were to be trained through workshop and demonstration sessions conducted by qualified Board of Education specialists. The objective of the project was to effect an exchange of innovative ideas in content and teaching techniques between public school and nonpublic school teachers.

Art instruction was to be provided for 301 nonpublic school teachers, music instruction for 304, health education instruction for 208, library instruction for 159, and speech improvement instruction for 106 nonpublic school teachers. The proposal called for the training to take place during the spring and summer of 1966.

Remedial and Tutorial Centers (ASSC). With the availability of title I funds, the after school study center program was extended to nonpublic school children to compensate for, as far as possible, the lack of opportunity created by social and economic conditions. Until this year, ASSC services provided by the Board of Education had not been available to pupils in the nonpublic schools.

Personnel licensed in the New York City school system were to provide remedial and tutorial services three times a week after the close of the regular school day. Centers in 82 public schools would provide services to children from 108 nonpublic schools.[7] These children were eligible to participate in remedial reading and remedial mathematics classes, and homework and library work under the supervision of a teacher. Four teachers, one supervisor, and some stenographic help were to be assigned to each center.

Out-of-School Guidance. This project offered the same kind of professional guidance services to nonpublic school children that were available to public school children in New York City.

Fifty-six guidance centers, staffed by a licensed Board of Education coordinator, a stenographer, a social worker, a psychologist, two guidance counselors, and a part-time psychiatrist, were to be housed in the public schools. The center personnel would diagnose and treat pupils from 62 nonpublic schools, work with their parents, and help the program directors and supervisors of guidance counselors, psychologists, and social workers to provide training and orientation for the teachers in the nonpublic schools.

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[7] Originally, it had been planned to establish these centers on the premises of at least 58 nonpublic elementary schools. Because of pressure, by groups opposed to the use of Federal funds for nonpublic school children, the centers were relocated.

Recruiting Speech Teachers. The proposal to establish an institute to recruit speech teachers for the two speech programs in the nonpublic schools was dropped.

Summer Music and Art. The summer program in music and art for nonpublic school children was transferred to the premises of public schools and was amalgamated with the Summer Day Elementary School program, which was open to all children.[8] However, a separate evaluation was made of the summer music and art project (see Appendix B).

DESCRIPTION OF THE 1966-67 TITLE I PROJECTS IN THE NEW YORK CITY SCHOOLS

The title I projects for 1966-67 and the summer of 1967 will be described below in three categories: projects for public school children; projects for both public and nonpublic school children; and projects for nonpublic school children.

Again,these descriptions, taken from the narrative portion of the project application (Part II) sent to the State Education Department, are not necessarily an accurate indicator of what actually took place in the operation of the project. The evaluations of the individual projects themselves provide a more accurate account of the implementation of the activities. (See Appendix B for a complete listing of project evaluations.)

Projects for Public School Children, 1966-67

Table 3.1 (pages 66 and 67), lists the title I projects for public school children proposed and approved for the school year 1966-67 and the summer of 1967. Unless otherwise noted, all projects were scheduled to begin with the start of the school year and extend through the end of the school year. These projects were scheduled during the regular school day.

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[8] Originally, 30 to 40 nonpublic schools were scheduled to have either art or music -- or both summer programs -- on their premises.

TABLE 3.1

TITLE I PROJECTS FOR PUBLIC SCHOOL PUPILS, 1966-67

Project Title	Abbreviated Title
Improved Educational Services in Selected Special Service Public Schools	Improved Services:
Part A - Elementary Schools	Elementary
Part B - Junior High Schools	JHS
A Special Enrichment Program of Quality Integrated Education for Schools in Transitional Areas	Transitional Schools:
Part A - Elementary Schools	Elementary
Part B - Junior High Schools	JHS
Expansion of the Free-Choice Open Enrollment Program Services to:	Open Enrollment -- OE
Part A - Receiving Elementary Schools	Elementary
Part B - Receiving Junior High Schools	JHS
Grade Reorganization Preparatory to the Establishment of the Four Year Comprehensive High School	Comprehensive HS:
Part A - Academic High Schools	AHS
Part B - Vocational High Schools	VHS
Expansion of the More Effective Schools Program	MES
Grade Reorganization of the Middle School in the Public School System	Middle Schools
The College Discovery and Development Program	College Discovery Program CDDP
Speech Improvement Program for Disadvantaged Children in 25 Selected Public Schools	Speech Improvement
Improving Instruction for Children in Schools for the Socially Maladjusted and Emotionally Disturbed	Socially Maladjusted SM, "600" Schools
Supportive Services for the Socially Maladjusted Children in Regular Schools	Socially Maladjusted SM, Regular Schools

Continued next page

TABLE 3.1 Continued

Project Title	Abbreviated Title
Educational Services for Socially Maladjusted Pupils in Selected Institutional Schools	SM, Selected Schools
Redevelopment of a Curriculum for Socially Maladjusted and Emotionally Disturbed Children with a Corollary of Teacher Training	Curriculum Development &TT, SM (Dropped)
Implementation of the Career Guidance Curriculum and Teacher Training	Curriculum Development & TT, Career Guidance
The School-University Teacher-Education Center for the Preparation of Teachers of Disadvantaged Children	SUTEC
The Expansion of the After School Study Centers for Disadvantaged Pupils Part B - Junior HS	ASSC,JHS
After School Tutorial and Special Potential Development Program in IS 201 M	IS 201 After School
Parent Participation Followup Program in 13 Selected Public Schools	Parent Followup
Planning Grant for the Development of the College Bound Program	Planning, College Bound
Improving First Line Attendance Services for High School Absentees and Potential Dropouts in the East New York District	Attendance Services, HS
Kindergarten Pilot Programs in District 14 and 16	K Aides, Dist. 14 & 16
Internship Program for Principals (Operation Leadership)	Internship for Principals
School Aides for Libraries	Aides for Libraries

Some 1965-66 projects, planned for children from one type of school only, this year (1966-67) involved children from both public and nonpublic schools. Other programmatic changes, introduced in the spring semester, included projects designed to alleviate some of the shortages and problems of specific schools. One pilot program was initiated and, for the first time, title I funds were set aside for project planning. A promising beginning was made during the summer when more than 100 projects were established decentrally, through the joint planning of community agencies and school district staffs.

In general, most of the 1965-66 projects were recycled and continued in 1966-67. The changes, additions or deletions in these recycled projects and the newly proposed projects are highlighted in this section.

A brief description of the 1966-67 projects for public school children follows.

Improved Services. This program, started in 1965-66, was to be continued in 1966-67 in 207 selected special service elementary and in 24 selected special service junior high schools. The principal additions to the 1966-67 program were an increase in the allotment for teaching supplies, and the assignment of school aides in JHSs to take over more of the administrative and clerical duties usually performed by the teacher.

Transitional Schools. The Transitional Schools program was recycled; 79 elementary schools and 37 JHSs were to participate in 1966-67. Among the special features of the program this year was an emphasis on obtaining more experienced classroom teachers, and the assignment of school aides. Title II funds were to be used to buy library books for the JHSs.

Open Enrollment. The OE program was recycled for the 1966-67 school year. In addition to the services provided the prior year, community coordinators and additional school aides were allotted to 148 "receiving" elementary schools and 24 "receiving" junior high schools. Efforts to improve the academic achievement of participants were intensified.

Comprehensive High Schools. The reorganization of the separate academic and vocational high schools into the four-year Comprehensive High School program was continued into 1966-67. Ninth-grade children from 40 JHSs were to be transferred to all 60 academic and all 29 vocational HSs. Title I funds were to service 50 of the 60 AHSs (those with large registers) and all of the VHSs. For 1966-67, skills-trade shops were to be distributed among the high schools, so that a clustering of neighboring schools could offer a complete program of training. Title I expenditures for supplies and materials were continued, and funds were budgeted for classroom aides.

MES. The modifications in the MES program, recycled in 1966-67, were slight. Academic achievement continued as the major goal, and intensified effort was expended in working with high achievers, and in teacher training. Although all 21 MES schools were to receive additional funding for audio-visual supplies, only 17 schools qualified for staff positions under ESEA during 1966-67.[9]

Grade Reorganization-- Middle Schools. In 1966-67, 42 junior high or middle schools were to participate in the grade reorganization plan. This was an increase of four schools from the previous year. Based on the past experiences with curriculum development and teacher training, this year's highly individualistic program emphasized the acquisition of knowledge and the development of human and social relationships.

CDDP. Initiated in 1965-66, the College Discovery program was to be continued in 1966-67 in the same five high schools; a sixth development center was to be established as part of the Upward Bound project in another school. The main features of the 1965-66 program were basically unchanged. Both last year's ninth graders (now in grade 10) and the new ninth-grade students entering in September 1966 were to participate.

Speech Improvement. This program was a recycling of the 1965-66 Speech Improvement program in 25 public schools. A full-time speech improvement teacher was to be assigned to each of the schools. While the basic objectives and techniques of the program remained the same, there was a concentration of services in the first and second grades.

Instruction in Schools for the Socially Maladjusted. The "600" schools program was recycled and expanded in 1966-67. The school day was to be extended to 5:00P.M.,with the addition of after school centers in 21 schools and treatment centers.

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[9] Originally in 1966-67, 16 MES schools were in poverty areas and therefore eligible for title I funds. When the CAP changed the boundaries of the poverty areas two additional MES schools became eligible. In the project application used here, 17 schools qualified.

The teacher-pupil ratio was set at about 10 to 12 children for each teacher. Specialists in reading and mathematics were assigned. The proposal made provision for the services of two guidance counselors and of a clinical team for each school. During 1966-67, art and music instruction and field trips were to be intensified.

Supportive Services, SM, in Regular Schools. There was a continuation of the 1965-66 program to aid socially maladjusted and emotionally disturbed children in special classes in 65 regular elementary and junior high schools. The proposal called for specialists in educational and vocational guidance, psychologists, social workers, and psychiatrists to be assigned to junior guidance classes in elementary schools, special guidance classes in elementary and junior high schools, career guidance classes in junior high schools, and the early identification program classes in the elementary schools. During 1966-67 the mental health team was to hold weekly conferences to discuss special problems.

Socially Maladjusted, in Selected Schools. The 1965-66 title I program in four institutional, child-caring schools was recycled. The 1966-67 project sought to maintain the rehabilitative environment in these institutional settings for the public charges of New York City.

Curriculum Development and TT, SM. A project to redevelop the curriculum for socially maladjusted and emotionally disturbed children, with a corollary of teacher training, was originally proposed for 1966-67 but was withdrawn. (This had been planned as a recycling of a 1965-66 title I project.)

Curriculum Development and TT, Career Guidance. This project was designed to continue the development of the new curriculum (which began under title I in 1965-66) for disadvantaged students in special classes in 52 regular JHSs; these schools had career guidance classes organized around the concept of a "school-within-a-school."

For 1966-67, a new curriculum was to be written for those areas not covered in the previous year; in addition, daily lesson plans were to be developed for those curricular areas already written. There was to be continued emphasis on teacher training in the use of curriculum. Title I funds were to be used for the salaries and other costs involved in curriculum development and teacher training.

SUTEC. The SUTEC program at P76Q was recycled in 1966-67 in order to upgrade the education of the disadvantaged pupil population in this school, and in the other schools to which the Queens College students would be assigned as teachers. Effort was directed toward greater cooperation between the codirectors of the project. In addition, a community advisory board was to be organized.

ASSC-- Junior High Schools. In 1966-67, under title I, after school study centers were expanded in 58 public junior high schools. For this year, secretarial help and more instructional materials were to be provided for each center. Special classes were to be established in remedial reading, remedial mathematics, and written English, as well as homework classes and library facilities under the supervision of subject matter specialists. Special sessions were to be arranged for students falling behind in mathematics, science, and foreign languages.

IS 201. In the spring semester of 1966-67, an after school tutorial and special potential development program was established at IS 201. From 3:00 to 5:00 P.M., Monday through Thursday, about 570 students were to participate in the program; for two days a week, pupils would be involved in the tutorial reading program, and for the other two days the pupils would receive instruction in art or music. A supervisor was to be assigned to each aspect of the program; 39 teachers, including teachers of library skills, would be assigned to the tutorial centers, and 19 teachers were to be assigned to the special potential development program in music and art.

Parent Followup. In the spring of the 1966-67 school year, title I funds and a grant to the Community Development Agency from the Office of Economic Opportunity were to be used to provide a program of workshops for parents of Head Start children. In each of 13 elementary schools in one Bronx school district, a family assistant and two family workers were to be assigned to conduct workships for the parents of 1966 Head Start children now in kindergarten and first grade.

Planning, College Bound. In the spring semester, a title I grant was obtained to plan for the selection of students and the development of a curriculum for the College Bound program. The objective of the College Bound program was to expand similar programs, such as the Demonstration Guidance program and the College Discovery program, in order to include all the poverty areas of the city. Specifically, the major goals were to increase the number of academic diploma winners, to improve the scholastic performance of students, and to increase their chances of success in college.

Attendance-- High School. Title I funds were earmarked for the provision of intensive attendance counseling services to high school students during the spring semester of 1966-67. Six attendance teachers were to be assigned to four high schools in the East New York district of the city to work with absentees and potential dropouts.

Kindergarten (K) Aides. Initiated in the spring semester, a Kindergarten Pilot program (K Aides) was to be established in 42 elementary schools in districts 14 and 16, Brooklyn. This program was designed to provide a paraprofessional teacher aide to 144 kindergarten teachers in these schools. Districts 14 and 16 were selected for the pilot program because of the large number of children in these districts who had participated in the Pre-K and Head Start programs during the prior year.

Internship for New Principals. The internship program for new principals, Operation Leadership, was proposed for the spring semester of 1966-67, and included both an initial period of planning and an internship under the guidance of experienced principals. Twenty newly licensed elementary and junior high school principals were to work as interns in 16 elementary and 4 high schools while awaiting appointment.

Aides for Libraries. Title I funds were to be used to hire teacher aides in the spring semester to improve the accessibility of books in the libraries of 317 elementary and 7 high schools. During 1965-66 title II funds had been used to purchase library books; aides were now needed to process these books for circulation.

Projects for Both Public School and Nonpublic School Children, 1966-1967

Table 3.2 (pages 73 and 74) provides a listing of the projects for public and nonpublic school children for the 1966-67 school year, and for the summer of 1967.[10] Unless otherwise noted, these title I activities were to be located on the premises of public school buildings.

There was an increase in the number and diversity of projects proposed for the children. Several projects, that in the first title I year included either public or nonpublic school children exclusively, were extended to include all children. Title I funds were used for planning new projects and for initiating pilot projects; new elements were introduced in, for example, the summer school projects. This year also saw an increase in programs for physically and

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[10] Again, based on type of school population to be served, projects have been classified using the description of the schools and pupils from the narrative section of the project application sent to the state department.

TABLE 3.2

TITLE I PROJECTS FOR PUBLIC AND NONPUBLIC SCHOOL PUPILS, 1966-67

Project Title	Abbreviated Title
Expanded Pre-Kindergarten Program	Pre-K
Evening Guidance Centers for Disadvantaged Pupils of Public and Nonpublic Schools	Evening Guidance
Orientation and In-Service Training Program for Selected Teachers of Disadvantaged Children, Newly Licensed Teachers, and After School Workshops	In-Service Training -- ITTP
The Expansion of the After School Study Centers for Disadvantaged Public and Nonpublic School Pupils Part A - Elementary Schools	ASSC, Elementary
Special Potential Development Services for Disadvantaged Pupils:	SPDS:
Part C - Art	Art
Part D - Music	Music
Part E - Health Education	Health Education
Pilot Program of Education for Pregnant School-Age Girls	Pregnant Girls
Planning Grant for the Recruitment, Training, and Classification of Nonprofessional Personnel	Nonprofessional Personnel
Pre-School Child Development Program (Head Start) in Disadvantaged Areas of New York City - Summer 1967	Head Start
Summer 1967 Elementary School Program for Disadvantaged Pupils in Poverty Areas of New York City Part A - Elementary Schools	Summer Elementary Schools
Summer Schools for Junior High and Intermediate School Pupils	Summer JHS

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TABLE 3.2 Continued

Project Title	Abbreviated Title
Summer Program for Socially Maladjusted and Emotionally Disturbed Pupils	Summer Program, SM
Summer 1967 Clinics for Speech Handicapped Pupils	Clinics, Speech Handicapped
Day and Evening Guidance Centers for Mentally Retarded Children and Youth-- Summer 1967	Centers, Mentally Retarded
Summer School Program for Mentally Retarded Pupils with Teacher Training Component	Summer School, Mentally Retarded
Summer Program for the Educational Support of Hearing-Impaired and Language-Impaired Children	Hearing & Language-Impaired
Educational Enrichment for Disadvantaged In-School Neighborhood Youth Corps Enrollees During the Summer 1967	Neighborhood Youth Corps
Program to Excite Potential	PEP
Local Decentralized Teacher Training Institutes in School Districts with Large Numbers of Disadvantaged Children	Decentralized TT Institutes
Summer Musical Talent Showcase for Disadvantaged High School Students	Musical Talent Showcase
Summer Instructional Programs at Designated Annexes of the "400" Schools	Hospital Annexes, "400" Schools
Summer Vocational High School Program for Disadvantaged Students	Summer VHS
College Bound Summer Program	College Bound, Summer
Summer 1967-- Decentralized Programs for Disadvantaged Students	Decentralized Projects, Summer

emotionally handicapped children, with specific facilities established for them. One of the more significant developments during 1966-67 was the decentralization of title I funds. Funds were allocated to district superintendents to develop projects responsive to the varying needs of the local communities.

A brief description of the projects -- recycled and newly initiated -- follows.

Expanded Pre-K. For 1966-67, the Pre-K program was recycled in 148 schools; 243 teachers were allotted to work with approximately 7,300 pupils. The principal features for this year included teacher training workshops and emphasis on mathematics, science, music and language arts. New instructional materials and kits were to be supplied; by utilizing direct and familiar experiences, it was hoped that the self-image of the disadvantaged children would be improved.

Evening Guidance. For 1966-67, the evening guidance program was to be extended to include children from 137 public and 187 nonpublic schools. The title I proposal called for centers on the premises of the public schools to be open from 6:00 to 9:00P.M.,three times a week. In addition to providing direct services to children, the 1966-67 program was designed to emphasize improved communication between the center staffs and the schools; group meetings and case conferences for staff members from the public and nonpublic schools were to be arranged.

ITTP. A two-part program was planned for conditionally licensed and newly licensed teachers assigned to teach disadvantaged children in the public and nonpublic schools. Many of these teachers had been trained in the ITTP program during the summer of 1966. The 1966-67 project was designed to provide inservice orientation and training through supervision and assistance. A two-credit course leading to permanent licensing was available for teachers of grades K to 12;after school workshops were to be established to assist the recently licensed teachers.

ASSC: Remedial, Tutorial, and Special Potential Development. The 1966-67 After School Study Centers program for elementary school pupils was a combination of the 1965-66 ASSC program for public school children with the out-of-school remedial, tutorial, and enrichment programs for nonpublic school children.

After school study centers were to be set up in 120 public elementary schools and five nonpublic schools. Special classes in remedial reading and mathematics, library skills, and homework were to be established. The design included a special potential development program in art, music, and health education at all centers. Supplies and equipment were to be available in large quantities. In 58 schools there were plans for special classes in English as a second language.

Pregnant Girls. This project was proposed on a pilot basis in the spring of the 1966-67 school year to provide remedial instruction and medical attention for pregnant teenage girls who had been attending public and nonpublic schools, and to encourage them to continue their education after the birth of their babies. One center was to be established for the continuance of the education of these girls during their pregnancy and postpartum.

Planning for Nonprofessional Personnel. In the spring semester title I funds were set aside for planning for the recruitment, training, and classification of nonprofessional personnel to be used in the 1967-68 title I programs. The planning grant was to be used to develop job descriptions, and to plan and construct a preservice and inservice training program.

Head Start. The Head Start program was recycled for the summer of 1967; 760 classes in 259 public schools serving an estimated 22,800 children were anticipated. The summer 1967 project stressed participation of families of Head Start pupils. A coordinator of the parent involvement component was to be assigned, family workers and social workers allotted, and meeting rooms in the schools set aside for parent meetings and other social activities. An aide to work with the community was to be assigned to each teacher, and an educational assistant -- a young college student -- was to assist the Head Start teacher in the classroom. Other services, developed during 1966, were to be continued.

Summer Elementary. The title I summer elementary school program was to operate from July 5 to August 15, 1967. The eligibility of all public and nonpublic school pupils was based on their residence within official attendance zones of 101 elementary schools in disadvantaged areas. Pupils were to be recommended by their home school on the basis of retardation in reading and mathematics.

According to the plan, each school would receive the services of 12 reading teachers, 3 mathematics teachers, 1 librarian, 1 secretary, 15 educational aides, 2 school aides, and 1 assistant-to-the principal; instructional supplies and materials for academic subjects and for music and art were to be provided also.

One class for gifted pupils would be established in each of 19 schools in 19 districts. In specified districts, enrichment classes in music and art would be established. A special teacher of English as a second language, and an aide were to be assigned to those summer schools with a high percentage of non-English speaking pupils.

Summer JHS. During the summer of 1967, 11 JHSs were to conduct institutes, under title I, serving public school and nonpublic school students. Remedial classes in basic reading and mathematics were to be established for pupils failing because of reading retardation. Classes in shop, music, art, typewriting, and English as a second language were also to be available. The proposal included funds for guidance counselors and laboratory assistants.

A special JHS Academy in the Creative Arts was proposed, and was to be housed in the High School of Music and Art. This Academy was designed to provide about 500 public school and nonpublic JHS children with high academic potential with an opportunity to "major" in music, fine arts, journalism, creative writing, or dramatics. Personnel for the Academy would include a teacher-in-charge, a general assistant, a secretary, department chairman, 25 teachers (and an educational aide for each), and four community "artists - in-residence."

Summer Schools for the Socially Maladjusted. This is a continuation of the summer 1966 project, planned to provide an uninterrupted school year for approximately 1800 children in ten day schools, seven treatment centers, six psychiatric hospitals, three centers for the neglected and dependent, four youth houses, and one institutional setting.

The seven week summer program was to stress intensive remedial and enrichment work with individual children and small groups. Recent HS graduates were to be assigned to aid the classroom teacher.

Summer Speech Clinics. A new project under title I was designed establishing Speech Clinic centers for children with severe speech handicaps. These centers were to operate in 20 elementary schools, four junior high, and four senior high schools for a six-week period in the summer of 1967. Two teachers were to be assigned to each of the elementary clinics, and one speech teacher to each of the junior and senior high school centers.

The program would provide therapy to classes of five pupils organized homogeneously according to type of defect. Plans included the administration of diagnostic tests and the use of tape recorders by pupils for self-evaluation. Three supervisors were allocated to this project.

Summer Centers for the Mentally Retarded. Title I funds were used to initiate a summer program providing continuous counseling services for mentally retarded students up to the age of 21.

Five guidance centers, one per borough, were to be set up in public school buildings being used in the summer day schools program. Two counselors and a school secretary would be assigned to each center; a project coordinator and a consultant were also included in the proposal.

The plan called for the establishment of a system of referrals to outside agencies; both parents and children would be offered counseling. Efforts were directed toward helping the retarded with the world of work.

Summer School for the Mentally Retarded. Located on the premises of a public school, this was a title I project to demonstrate the feasibility of a centralized summer program for mentally retarded children from public and nonpublic schools. About 160 children, aged 5 to 16, classified as educable, trainable, doubly handicapped, and neurologically-impaired were to be organized into 16 classes. Also about 20 high school-aged retardates would participate in a work-study program.

In addition to providing instruction and supportive services for children, this project was designed to facilitate recruitment and training of teachers of the mentally retarded, and to provide seminars and workshops for parents.

Summer Centers for the Hearing-Impaired and Language-Impaired. A new project for hearing-impaired and language-impaired pupils was initiated during the summer of 1967. Three groups of children would be involved: (1) approximately 30 deaf infants, aged 9 months through four years, were to be seen by two teachers of the deaf in a center housed at the School for the Deaf; (2) remedial and supportive instruction was to be provided by two teachers to about 20 students planning to attend regular high schools in the fall; (3) 20 teachers would work with hard-of-hearing children in grades K to 12 in regular schools. The proposal design included, in addition to the teachers, a project coordinator and assistant, a guidance counselor, a psychologist, an audiologist-teacher, special consultants, a school secretary, educational assistants, and teacher aides.

Neighborhood Youth Corps. The 9 week Neighborhood Youth Corps program was recycled during the summer of 1967. Both the work and educational components were to be continued; the Office of Economic Opportunity funded the work program, and title I funds would be used for the educational experiences. Fifteen centers serving about 16,000 youths were to be involved.

Program to Excite Potential (PEP). This Program to Excite Potential was a title III project for 150 children conducted on a statewide basis. During the summer of 1967, 45 eighth and ninth graders from New York City schools would live on the campus of Skidmore College. Title I would pay for their room, board, and transportation to and from the college. The program was designed to improve their self-image and excite their learning potential through an innovative, enriched cultural experience.

Decentralized TT Institutes. Thirty-eight teacher training (TT) institutes, similar to those of the summer of 1966, were to be established in 19 districts during the summer of 1967. The goals of the institutes were: (1) to orient and train newly assigned elementary and junior high school teachers; and (2) to train junior and senior high school teachers in the teaching of reading. Both types of institutes were to be designed by the district superintendent in consultation with the project coordinator, the local community action agencies, local school boards, and others. A standard budget was allocated to the district superintendent for each institute. Teacher participants, instructors, and coordinators were to be compensated at established rates or stipends.

Although the program of study was to be based on guidelines provided by the Board of Education, the superintendents were directed to plan the institutes around the needs of the disadvantaged pupils in their district. The Office of Personnel of the Board of Education suggested various patterns of organization: a three-week program with daily sessions of five hours; a five-week program with daily sessions of five hours; and a two-week program immediately prior to the opening of schools, five hours daily.

Musical Talent Showcase. Twenty-five high school students, able to sing, dance, or play a musical instrument, were to work under an experienced teacher to prepare a musical program stressing the contributions of minority groups. During the summer of 1967, this group was to visit title I summer schools and present programs in the assembly. The proposal provided for payments to the students for rehearsals and performances.

"400" School Annexes Program. Title I funds were to be used to provide group and individualized instruction during the summer of 1967 to children who were patients in two hospitals. These hospitals are annexes of P401M and P401K.[11] Three teachers, experienced in working with hospitalized children, were to be assigned to each hospital. The proposal included a teacher-in-charge and secretarial help. It was anticipated that a total of approximately 90 children would be involved during the summer.

Summer VHS. A continuation of the 1965-66 program;this summer the classes were to be organized by grade level to include only those pupils enrolled for the same term of work. In addition, class size was to be limited. The home school would specify which subjects a student could take.

The title I proposal included a teacher-in-charge, a general assistant, and a secretary for each of the two schools, serving a total of approximately 3,000 students. A full range of instructional materials was to be provided.

Summer College Bound. The seven-week summer session of the College Bound program was to be open to public school children from the 24 high schools in which College Bound was to operate, and to nonpublic school children who were to enter special programs in the fall. Centers were to be established under title I in eight HSs and would serve about 2,200 ninth graders.

Class size was to be limited to 16; college student tutors would offer remediation in English, mathematics, and library skills. Visits and trips to places of cultural interest were to be arranged. The project also provided for guidance counselors and family assistants to work with the families of the students.

Decentralized Summer Projects for Children. This program provided 27 district superintendents with title I funds for locally designed and implemented summer projects. Each district superintendent's allocation was based on the number of elementary schools in his district located within the boundaries of the poverty areas. A base figure per poverty area elementary school was computed; in some instances, special supplementary allocations were to be added to meet specific local needs.

The guidelines of the project application indicated that all programs would be available to both public school and nonpublic school children. The local projects were to reflect the Board of Education's priorities -- programs for young adolescents, programs for early childhood and primary school children, reading programs, and programs to foster the relationship between the schools and the community. The funds were to be used to expand an existing program (by adding content), to extend an existing program (by adding a school), or to create a new program. More than 100 projects were established through the joint planning of community agencies and school district staffs.

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[11] The "400" schools consist of classes organized in hospitals, convalescent homes, and shelters to provide education to children confined to those institutions.

Projects for Nonpublic School Children, 1966-67

The projects approved for nonpublic school children for the 1966-67 school year and summer of 1967 are listed in Table 3.3 (page 82).

All the projects, with the exception of the summer ones, started in September of the 1966-67 school year. Unless otherwise described, these activities all took place on the premises of nonpublic schools during the regular school day. The 1966-67 corrective projects established eligibility requirements for participating children. There was also an increase in the number of direct, in-school programs.

A description of the 1966-67 title I programs for children in nonpublic schools follows.

Corrective Reading. The Corrective Reading project was recycled for 1966-67. About 20,000 children in grades 1 to 8 in 184 nonpublic schools were to receive the services of a total of 93 corrective reading teachers licensed by the Board of Education. The proposed pupil-teacher ratio was 230:1.

Eligibility requirements were established. In grades 1 to 4 children one year retarded in reading were eligible. In grades 5 to 8 two years retardation in reading was the basis for eligibility. As children's deficiencies were remedied, they were to be replaced by children from a waiting list. Increased effort was to be directed to teacher orientation and to strengthening the communication between the corrective teachers and the staff of the nonpublic schools.

Corrective Mathematics. The title I Corrective Mathematics project, initiated in 1966-67, was designed to provide instruction in mathematics for approximately 31,000 pupils in grades 2 to 8 in 195 nonpublic schools.

TABLE 3.3

TITLE I PROJECTS FOR NONPUBLIC SCHOOL PUPILS, 1966-67

Project Title	Abbreviated Title
Corrective Reading Services for Disadvantaged Pupils in Nonpublic Regular Day Schools	Corrective Reading
Corrective Mathematics Services for Disadvantaged Pupils in Nonpublic Regular Day Schools	Corrective Mathematics
In-School Guidance for Disadvantaged Pupils in Nonpublic Schools	In-School Guidance
Bus Transportation to Places of Civic and Cultural Interest in New York City for Disadvantaged Pupils in Nonpublic Schools	Field Trips
Achievement Tests in Reading and Mathematics for Disadvantaged Pupils in Nonpublic Schools	Achievement Tests
Speech Therapy for Disadvantaged Pupils in Nonpublic Schools	Speech Therapy
Summer Programs in 16 Institutions for Neglected and Delinquent Children	16 Institutions
Educational TV and Audiovisual Teacher Training Program for Title I Board of Education Teachers of Disadvantaged Pupils in the Nonpublic Schools	TV & AV Training

The proposed pupil-teacher ratio was 100:1. The 100 eligible pupils would not necessarily be in one school; instead, the corrective mathematics teacher would travel from school to school to serve the needs of the children. The design included provision for 173 corrective mathematics teachers licensed by the Board of Education. The corrective teacher would provide small group instruction, and aid the regular classroom teacher.

Eligibility for participation in the program was to be based on one year's retardation in mathematics through grade 4, and two years' retardation in mathematics for pupils in grades 5 to 8. As the pupil achieved grade level he was to be replaced from a waiting list of other eligible children.

In-School Guidance. This was a new project offering a day program of clinical and guidance services to approximately 95,000 pupils in 186 nonpublic schools in New York City. The program was to be conducted on the premises of the nonpublic schools. Services were to be provided for the total school population, not merely for emotionally disturbed children. The nature of the project was to be determined by the needs of the pupils.

The personnel proposed for the project as a whole included two part-time psychiatrists, 18 school social workers, 18 school psychologists, 44 educational and vocational counselors, 9 typists, and 6 stenographers. Supervisory personnel were provided. Test materials, supplies, and office furniture and equipment were budgeted. Staff members, licensed by the Board of Education, were to devote their time to the mental hygiene and other guidance needs of the nonpublic school children and their parents.

Field Trips. Newly initiated in 1966-67, this project was designed to provide bus transportation to pupils in grade 3 to 8 in 204 nonpublic schools. The purpose of the project was to provide enrichment experiences during the regular school day, to make the instructional program more meaningful, and to improve pupils' motivation for learning.

The nonpublic schools were to be responsible for providing supervision, lunches, tolls, and admission charges, as well as for arranging the educational preparations and followups of the trips. Public school and nonpublic school personnel would be encouraged to plan and schedule their trips to permit maximum commingling of children at the trip site. The proposal included provision for a coordinator and field supervisor, and stenographic help.

Achievement Tests. Title I funds were to be used in a new 1966-67 project to provide suitable standardized achievement tests in reading and mathematics to all pupils in three specified grades in 193 nonpublic schools. In addition, all pupils in the corrective reading and corrective mathematics program were to be tested. The elementary, intermediate, and advanced levels of the test would be administered in the early fall of 1966; the primary purpose of the program was to ascertain pupils' strengths and weaknesses so that appropriate follow-up and instruction could be provided.

Speech Therapy. The 1965-66 speech therapy project in the nonpublic schools was recycled. Thirty licensed substitute speech improvement teachers were to work in 152 nonpublic schools, providing small group therapy in a half-hour session once a week.

For the 1966-67 school year, a uniform individual diagnostic test was to be administered to each child enrolled in the program.

16 Institutions. A title I program was initiated in the summer of 1967, for 16 institutions serving neglected and delinquent nonpublic school children. The type and duration of the program would vary among institutions, although the guidelines suggested that the program last no longer than four hours a day. Board of Education personnel would be used to provide remedial instruction, instruction in arts and crafts, vocational education, physical training, tutorial sessions, cultural enrichment, and trips.

TV and AV. For 1966-67, three three-hour training workshop sessions in audio visual instruction were designed for about 300 licensed Board of Education teachers working in 180 nonpublic schools. The workshops, conducted by licensed Board of Education instructors, were planned to train teachers of corrective reading, corrective mathematics, and speech therapy in the use of the latest TV and audio-visual equipment and materials. This program was originally designed to train teachers in public schools as well as teachers in nonpublic schools in the effective utilization and proper maintenance of TV and AV equipment.

DESCRIPTION OF THE 1967-68 TITLE I PROJECTS IN THE NEW YORK CITY SCHOOLS

This section of Chapter III follows the same format, describing projects for public school children, projects for both public school and nonpublic school children, and projects for nonpublic school children for the school year 1967-68. Although planning for the summer 1968 projects was in progress, no applications were prepared by the April 7 cutoff date. Summer proposals were scheduled to appear on the May 14, 1968, Board of Education calendar.

Again, the following descriptions are based on the narrative section of the project application sent to the State Education Department for approval; changes made subsequent to sending the proposals to Albany are not included. For an account of the implementation of the individual projects, the reader is directed to the interim reports of March 15, 1968, or the final reports, to be published early in the 1968-69 school year. (See appendix B for a listing of research reports and evaluating agencies.)

In order to continue programs involving a decentralized approach to program development, the policy of allocating title I funds to district superintendents was continued -- and expanded -- in 1967-68. Decentralized funds were used in two general ways. The first was for those projects developed centrally (mandated), by the Board of Education, in which a school district, or a group of schools, or a single school, was to participate. Half of the cost of these projects (including Five Primary Schools and Benjamin Franklin High School Cluster) was charged against the title I allocation of the districts involved. The other method of allocating project funds was for unmandated projects, developed locally; these funds were to be used by the district superientendents to develop projects, in consultation with their staff, schools, and local community action agency. These projects were open to children from both the public and nonpublic schools, or they may have been exclusively for children from either type of school.

The mandated decentralized projects will be described in the appropriate sections of this chapter -- in the sections on public schools, both public and nonpublic schools, and nonpublic schools. The unmandated decentralized projects will all be described under 1967-68 projects for both public and nonpublic school children.

Projects for Public School Children, 1967-68

Table 4.1 (pages 86 and 87) lists the 1967-68 projects approved for public school children. Several new programs were initiated, other projects were consolidated, and more projects were planned on a decentralized basis. The overall program in the public schools was more visible, and more directed to special students or schools.

The emphasis for the 1967-68 school year was on early childhood preventive education, parent and community involvement, and

TABLE 4.1

TITLE I PROJECTS FOR PUBLIC SCHOOL PUPILS, 1967-68

PROJECT TITLE	ABBREVIATED TITLE
Compensatory Educational and Supportive Services for Pupils in Poverty Area Schools:	Compensatory Education
Part A - Elementary Schools	Elementary:
Part B - Junior High & Intermediate Schools	JHS and IS
Part C - Academic High Schools	AHS
Part D - Vocational High Schools	VHS
Improving Instruction and Services in Schools for Socially Maladjusted Children	Instruction, SM
More Effective Schools	MES
Services to Children in Open Enrollment Receiving Schools:	Open Enrollment -- OE
Part A - Elementary Schools	Elementary
Part B - Junior High & Intermediate Schools	JHS and IS
Part C - Academic High Schools	AHS
A Program to Strengthen Early Childhood Education in Poverty Area Schools:	Early Childhood -- EC
A - Educational Assistant or Teacher Aide for each Kindergarten Teacher	Aides for K Teachers. K Aides
B - Teachers to Help Reduce the Teacher-Pupil Ratio in Grade 1 to 1:15	Teachers for Gr. 1
C - Teachers to Reduce the Teacher-Pupil Ratio in Grade 2 to 1:20	Teachers for Gr. 2
D - Additional Allocations for Materials - Grades 1 and 2	Materials, Gr. 1 & 2
E - Diagnosis and Special Instruction in Reading	Diagnosis in Reading (decentrali
F - Parental Involvement in the Reading Improvement Program	Parent Involvement (decentralize
Benjamin Franklin High School	HS Cluster (decentralized)
Columbia University and the Urban League	Urban League (decentralized)

Continued next page

TABLE 4.1 Continued

PROJECT TITLE	ABBREVIATED TITLE
Academic Excellence in an Inner City Elementary School--P129K	P129K (decentralized)
Special Primary Program--5 Schools	5 Primary Schools (decentralized)
Area Coordination for Homework Helper Program at Two Bridges	Homework Helper (decentralized)
School-University Teacher-Education Center	SUTEC
Improving the Teaching of English as a Second Language in Grades K-6	Eng. as a 2nd Language
College Discovery and Development Program	CDDP
College Bound	College Bound
Operation "Return"-- Learning Centers for Suspended Students in 4 Districts	Operation "Return"
A Program for Participation in a National Environment Education Development Program	National Environment

teacher training although compensatory services were still provided. However, most compensatory projects previously funded under title I were funded this year under the tax levy budget; for next year, even more of these types of services will be paid for from the school budget.

A brief summary of the projects follows.

Compensatory Education. This project for 1967-68 was designed to provide children attending elementary, junior high, and academic and vocational high schools in poverty areas designated by the Council Against Poverty, with a range of compensatory services to combat the effects of economic and educational disadvantage. The primary emphasis was to be on the improvement of academic performance, with services impinging directly on children. Special services were to be provided to meet the special and distinctive needs of the children, including the improvement of attitudes toward school and emotional and social stability.

A. Elementary Schools. Two hundred and six elementary schools would receive the services of additional teachers to reduce class size; teachers of English as a second language; teachers of corrective reading; and specialists in art, science, music, health education, and library. Teachers and guidance counselors were to be provided for junior guidance and special guidance classes in these schools. Other supportive personnel included teams of social workers, psychologists, and psychiatrists. Allocations of materials and supplies were to be made.

B. Junior High and Intermediate Schools. Additional teachers of mathematics and reading, as well as teachers to reduce class size, teachers of library, and teachers for career guidance and special guidance classes, were to be assigned to 75 junior high and intermediate schools in the poverty areas. Other personnel included psychiatrists, social workers, and guidance counselors. Provision was made for additional school aide hours, laboratory assistants, assistant principals, and secretaries. Supplies and instructional materials were to be distributed.

C. Academic High Schools. Twenty-four academic high schools were selected to participate in the program; they would receive additional teachers to reduce class size; remedial teachers; and teachers of guidance, health, and library. Secretarial help, school aides, and laboratory assistants were to be provided also. Provision was made for teachers of English as a second language and for guidance counselors.

D. Vocational High Schools. Title I funded services to 21 vocational high schools. These services included instructors in special areas, remedial teachers, guidance counselors, teachers of library, and laboratory assistants. In addition, department chairman, school secretaries, and school aides were included in the proposal.

This program of compensatory education and supportive services was to provide additional staff and services to special service, OE, Transitional, and Middle schools, as well as schools with special guidance classes. During 1966-67, several separate projects had been proposed. In keeping with the policy decision to use title I funds for programs which are distinct from the regular school program, these projects were to be combined in 1967-68. The total title I budget was less than the amount budgeted last year for these projects, and in the future, the Board of Education hopes to transfer all these types of expenditures to the regular school budget.

Instruction, Socially Maladjusted. This was the second recycling, third year under title I, of the program designed to meet the special needs of socially maladjusted and emotionally disturbed children in 17 special day schools. Title I provided 15 educational and vocational guidance counselors to work with the children and their parents, two part-time school social workers, two part-time school psychologists, and two school psychiatrists. The enriched staff included the assignment of 27 assistant principals, 8 school secretaries, 15 librarians, and more than 60 teachers, including subject area specialists. This year, additional effort was to be directed to securing experienced teachers. Small classes, increased use of audio-visual aids, shop and cultural enrichment were included in the program proposal. Breakfast and lunch were to be served to the pupils.

MES. The MES program was recycled in 1967-68. The basic features and goals of the program remained essentially unchanged. Under title I, 16 (of the 21) schools in poverty areas this year were to receive the additional services of assistant principals, secretaries, guidance counselors, speech teachers, attendance teachers, classroom teachers for grades 1 to 6, prekindergarten and kindergarten teachers, administrative teachers, social workers, psychologists, full-time community coordinators, and extra supervisory help. Each school was to be allotted additional supplies, audio-visual materials, and equipment.

OE. The OE proposal, providing services and personnel for pupils residing in poverty areas and attending schools outside their neighborhood, was recycled for 1967-68.[12] In addition to title I, and to tax levy money, The State Education Department also funded the OE program. The services of corrective reading, enrichment, teachers of English as a second language, as well as additional teachers to reduce class size, were allotted to 75 elementary schools. These services were to be used to provide intensive instruction for the OE children.

Staff and services were assigned to 37 OE receiving intermediate and junior high schools; the additional staff included remedial teachers, teachers for special guidance and career guidance classes, guidance counselors, and teachers to reduce class size.

In 1967-68 additional staff and services were provided for the first time to OE children attending 32 academic high schools located outside the poverty areas; the students who elected to go to these schools outside their neighborhood would have the opportunity to improve their academic performance, self-image, and attitudes toward school and education. These academic high schools would receive the services of additional remedial teachers, guidance counselors, teachers of English as a second language, and teachers to reduce class size. Supplementary allocations were made for school aides, secretarial help, laboratory assistants, and instructional supplies.

Early Childhood. The Early Childhood (EC) education program was initiated in 1967-68 to improve education in grades K to 2, with special emphasis on reading, in all primary public schools in the poverty areas of the city. The program has six components:

A. Educational assistant or teacher aide for each kindergarten teacher: This component was an extension of the pilot program developed in 1966-67 in two school districts. The 1967-68 project design included the recruitment, selection, assignment, and pre and inservice training of all auxiliary personnel working in kindergarten classrooms. The assistants were to be college students interested in future teaching careers. The teacher aides were to be recruited from neighborhood residents, and they were to assist the teacher, work with individual or small groups of children, and act as a liaison with parents and the community. They were to be trained in the auxiliary aides program (see projects for public school and nonpublic school children, Auxiliary Aides).

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[12] For 1968-69 some changes in the assignment of services are contemplated. No services will be provided until there is a count made of OE students; the Board of Education will then allocate broad title I positions to district superintendents on the basis of OE enrollment. The district superintendents will have the option of deciding which specific position is needed (e.g., three teachers and two librarians, or five guidance counselors), and will assign the positions to the receiving schools.

B. Teachers for grade 1, and

C. Teachers for grade 2: These components of the EC program were designed to reduce the pupil-teacher ratio in grade 1 to 15:1 and in grade 2 to 20:1. Where space was a factor, two teachers and their groups of children were to share one classroom. There were 227 grade 1 teachers and 622 grade 2 teachers included in the design. In addition, an EC coordinator was allotted to each school.

By means of the reduced class size and more varied instructional methods, it was hoped to improve the reading level of the pupils. The educational program would stress the developmental needs of young children, the special needs of disadvantaged children, knowledge of the EC curriculum and methodology, enriched reading materials, diagnosis of reading difficulties, and teacher training.

D. Additional materials in grades 1 and 2: Additional instructional materials were to be provided in grades 1 and 2. In order to develop a love of books and a desire to read, as well as to stimulate reading readiness, a per-capita allotment was made to provide each first and second grader with three or four paperback books of his own.

E. Diagnosis and special instruction in reading: For this component of the EC program, each district superintendent would plan, in consultation with his staff and with the community, techniques best suited for providing specialized instruction to overcome the reading disabilities of the children. The methodologies suggested by the Board included utilization of the reading clinics of the Board of Education's Special Reading Services; utilization of the resources of outside agencies; development of special diagnostic and remedial skills for selected teachers; establishment of new clinics in areas where none was easily accessible; and organization of reading teams to provide specialized instruction and to train teachers.

F. Parental involvement in the reading improvement program: This part of the EC program was decentralized; each district superintendent was offered the opportunity to develop, in consultation with his staff and the community agencies, means of encouraging parental understanding and involvement in the learning process. Suggestions of possible techniques included in the proposal were the establishment of district-wide workshops for parents, or joint parent-teacher workshops; the provision of teacher aides to free parents to attend workshops; the establishment of parent volunteer programs; courses for parents to help them help their children to read; and courses in conversational English for foreign-born parents to whom English is a second language.

Benjamin Franklin High School Cluster. This title I project was initiated in 1967-68 and represented the combined planning of the school staff, Teachers College, and community representatives. Three hundred and twenty ninth-grade pupils, who entered high school in September 1967, were to be organized into cluster groups, or "schools-within-a-school." Each cluster would be composed of four groups of 20 students and assigned five teachers of major subject areas. Most activities were planned by clusters, but provision was made for intramural cluster competition. Unassigned periods would permit teacher conferences and inservice training.

The focus of the program was to be on the world of work. Individual and group guidance, both educational and vocational, were basic. The additional resources provided by title I included teaching positions, guidance counselors, school aides, and the part-time services of a clinical team. The program was designed to reduce the dropout rate, to increase the number of high school graduates, and to equip the students with marketable skills.

Urban League Street Academies. The major goals of the newly initiated Street Academy, part of the Benjamin Franklin High School project, were to help actual and potential dropouts of Benjamin Franklin High School to either return to or remain in school, or to equip them for gainful employment. Housed in a storefront, this joint educational and community center was financed by title I and the Urban League. The title I funds were designated to provide instructional materials, cultural trips, two teachers licensed by the Board of Education, and 12 student advisors or "street workers."

P129K. A 1967-68 title I project proposed to saturate an inner-city school with services designed to improve pupil achievement. Yeshiva University and District 16 collaborated in developing a plan, made possible by a grant from the Ford Foundation, for a "model" school. The project had five parts:

A. In the decentralization aspect, a governing board was to be established consisting of representatives of the local school board, the district superintendent, the school principal, a teacher representative, a parent respresentative, a community leader, the project coordinator at the school, and the director of the project from Yeshiva University. This Board would be responsible for setting educational goals, for evaluating the services of Yeshiva University, and for planning and approving budgets.

B. A learning center was established to provide diagnostic and remedial services for about 75 children severely retarded in reading. The center was to be staffed by Yeshiva University consultants, and six teachers; three high school dropouts were to serve as educational assistants. A number of innovative instructional methods were to be tried.

C. A saturation program was to be conducted in the fourth grade; it would involve about 157 pupils in experimental curricula, heterogeneous and special talent groupings, small classes, and an intensive guidance program. A guidance team, a curriculum advisor, two family assistants, and four teacher aides were to be assigned.

D. The inservice training part of the program proposed to train teachers -- through workshops, demonstrations, and consultations -- in new methods of instruction, new curriculum, and in effective work with paraprofessionals.

E. The science program component,emphasizing discovery and critical thinking, was developed by McGraw-Hill and was to be introduced in all grades, pre-K through 6. Workbooks, kits, and other supplies and materials were to be provided. Title I funds were to be used to pay the salaries of the additional teachers, aides, assistants, and consultants -- and the cost of materials and supplies-- to implement the design for the learning center, saturation, science and inservice training components of the program.

Five Primary Schools. This was a new program in 1967-68, part of the mandated decentralized use of title I funds.

The Primary Schools program was to operate in five schools in all grades from pre-K through 6, with special emphasis on early childhood education. The pupil-teacher ratios in kindergarten, grade 1, and grade 2 were set at 15:1, 15:1, and 20:1, respectively. This project was to combine the significant features of the MES program (parent involvement, emphasis on early childhood, and preventive education) and the Board of Education's All Day Neighborhood After School Program.[13] The school day in these five schools was to be extended to 5:00P.M.,with provision for expanded instructional and enrichment programs. Augmented services included additional personnel for pre-K and K classes, assignment of early childhood coordinators, and expanded guidance and psychological services. A series of inservice training sessions for young teachers were planned. Indigenous, trained paraprofessionals were to be used as classroom aides; an audio-visual aide was also provided. Half the cost of these additional services came from title I funds allocated to the district superintendents.

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[13] The All Day Neighborhood School programs are conducted in elementary schools in disadvantaged areas of the City. The school day is extended to 5:00P.M.,seven additional teachers are assigned to each school to help pupils during the day and after the regular school day.

Homework Helper. For budgetary purposes this project is listed for public school children in the "Two Bridges" demonstration school district; this project is described in the section below, both public and nonpublic school projects.

SUTEC. Recycled for 1967-68, the SUTEC program proposed a cooperative approach for providing an effective teacher-training pattern and a nucleus of future leaders in teaching the disadvantaged.

This was accomplished by providing for additional personnel and services, including an AV coordinator, a community room for pupils and parents, a community coordinator, an additional guidance counselor, two additional assistant principals, and a school secretary. Food was to be supplied to pupils participating in the before school and after school study program.

Queens College staff personnel were to be assigned to the school, with education students from Queens College working under supervision as student teachers.

English as a Second Language. A new project was designed for 1967-68 to improve the achievement level of disadvantaged pupils learning English as a second language in 103 elementary schools.

In order to attain this goal, the project proposed intensive and continuous training of the supervisors and teachers in those areas of the city having a high concentration of non-English speaking pupils. The project was designed to acquaint teachers and supervisors with the latest linguistic principles and methods of second language instruction, and to develop in teachers an understanding of the problems of adjustment and acculturation. The project had five parts:

Part I provided for the assignment of district coordinators for the 15 districts in New York City having nine or more per cent non-English speaking pupils.

The coordinators were to train teachers and supervisors, organize workshops and conferences, and act as resource persons, serving as coordinators in the nonpublic schools also. (The nonpublic schools received teachers in a special program. See below.) During the summer of 1967, a training program was conducted for coordinators, demonstration teachers, and teachers of English as a second language. Plans for Part II included the use of materials developed during the training program in two school districts during 1967-68; during this year an after school training seminar was also to be conducted. Part III was to involve the use of commercial materials prepared by the Charles Merrill and D. C. Heath Companies in a series of seminars, arranged by the companies, for teachers and supervisors from selected districts to provide orientation in the use of the commercial materials. In Part IV, 50 additional cluster teaching positions were to be provided to relieve coordinators of non-English speaking programs from full-time teaching in a school, in order to enable them to engage in small-groups instruction on a full-time basis. Part V provided for the recruitment and training of Spanish-speaking teachers, in accordance with the recommendations of the Council Against Poverty.

CDDP. The College Discovery and Development program was recycled for the third, 1967-68, year. The program would include five high school development centers operating as schools-within-a-school in five New York City high schools. The special program, services, and supplies were to be applied only to the 1,225 students in the centers.

Title I funds were allocated for the educational components; The City University allocated funds for stipends to tutors (college students) and to a limited number of CDDP students. In the previous year, the Human Resources Administration had allocated funds for student stipends; every effort was to be made to assure the future allocation of funds for this purpose.

College Bound. Although a planning grant had been obtained for 1966-67, and although a group of youngsters participated in a summer College Bound program, 1967-68 was the first full academic year of a program aimed at approximately 3,000 disadvantaged students in 24 public high schools in New York City. The general goal of the project was to provide intensive academic training to students who ordinarily might have little chance for academic success or the completion of high school. By improving their academic performance, it was hoped that more and more students would earn academic diplomas and become eligible for college admission. To insure admission to those students who would successfully complete the program, 40 colleges in the metropolitan area had formed the College Bound Corporation, committed to offering admission to these students as well as to providing certain necessary expenses.

Small classes, intensive training in academic subject areas, cultural enrichment, and individual tutorial assistance were to be provided. In addition, individual and group guidance was to be made available, as were assistants acting as liaison with the students' families.

Operation "Return". Based on the one-page proposal in the spring term of 1967-68, a project was designed to initiate learning centers in four districts to serve about 128 public school students on suspension. Class size was to be limited to eight students; intensive remedial and counseling service was provided for in the proposal.[14]

National Environment. In the spring of 1967-68, a proposal was made by the Board of Education, in conjunction with the National Park Service, to provide about 120 fifth-grade public school pupils with an opportunity to participate in a National Seashore Study Center located on Fire Island.[15]

Plans included participation by four classes from one district in Manhattan. Each class was to remain in the study center for one week during the spring.

Natural Science. A one-page proposal was being developed for the spring and summer of 1967-68 for a natural science program in the City Parks; about 1,400 children were to participate.

Projects for Both Public School and Nonpublic School Children, 1967-1968

The 1967-68 projects for children from both public schools and nonpublic schools are listed in Table 4.2 (page 97). The most significant title I activity this year was the unmandated decentralized allocation of funds which permitted the development of local programs

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[14] Subsequently, Operation "Return" was made optimal with district superintendents using decentralized title I funds.

[15] This description is based on a one-page proposal that was in the process of being developed.

TABLE 4.2

TITLE I PROJECTS FOR PUBLIC SCHOOL AND NONPUBLIC SCHOOL PUPILS, 1967-68

PROJECT TITLE	ABBREVIATED TITLE
District Decentralized Title I Programs	Decentralized (unmandated)[a] Projects
Educational Facilities for Pregnant School-Age Girls, District 12X	Pregnant Girls, District 12X
An Educational Facility for Pregnant School-Age Girls, District 4	Pregnant Girls, District 4
Teacher-Training and Reading Institutes in Poverty Area School Districts	TT & Reading Institutes
A Program for the Recruitment, Training, and Employment of Auxiliary Nonprofessional Neighborhood Personnel for Careers in the New York City Schools	Auxiliary Aides
Educational Services for Pupils in Child Caring Institutions for the Neglected and Delinquent	Child Caring Institutions
Pre-Kindergarten Classes in Poverty Areas	Pre-K
School Parent Centers, United Neighborhood Houses[b]	School Parent Centers

[a] Funds were allocated to district superintendents (based on the number of poverty area children in each superintendent's district) to work with community action groups in planning programs.

[b] No description of this decentralized project was available by the cutoff date; it is listed here because title I funds for it are included in the summary total of the money budgeted for public and nonpublic school projects, 1967-68. (See Chapter V.)

created to meet special educational needs of all disadvantaged pupils attending both public and nonpublic schools. There was also emphasis on programs to train personnel.

District Decentralized Title I Programs (Unmandated). There was continuation and expansion of the decentralized program for 1967-68. Each district superintendent was allotted title I funds proportional to the number of poverty area children in his district. Superintendents were to consult with representatives of the local community action agency, parents, school staff, and local school board members to decide on the number, size, location, and type of project most urgently needed. Projects were open to both public school and nonpublic school children.

Just under 300 such projects were actually initiated during the 1967-68 year -- some exclusively for public school pupils, and some for children from both public and nonpublic schools. They encompassed a wide variety of activities: after school study and tutorial centers, cultural enrichment and recreational centers, guidance programs for children of various age levels and special needs, programs for training indigenous personnel as paraprofessionals, library programs, parent workshops, and programs for children for whom English is a second language.

It was suggested that programs could be organized to meet the needs of one school, of several contiguous schools, of an entire district, or even of an area encompassing more than one district.

Originally, after school study centers were to be mandated; that is, each district superintendent was to be given an allocation to establish an after school center serving children from both the public and the nonpublic schools. These centers were to be a continuation of the title I after school centers operative in 1965-66 and 1966-67. However, it was decided to consolidate these allocations for the after school study centers with the total district allocation, and the continuation of the after school program became optional. Each district superintendent, after consultation, could decide upon maintaining the center as it was last year, changing its locale, adding or deleting various components, and so on.

While arrangements were to be flexible, it was recommended that after school sessions be scheduled three days a week from 3:15 to 5:15 P.M. A varied program of activities, in three forty-minute periods, was suggested. In eight selected districts, the Homework Helper program was to be included in the after school center, but this aspect of the program would be under the supervision of the central administration.

Pregnant Girls, District 12X. This decentralized proposal was recycled to provide a comprehensive, continuous educational program for pregnant teenagers up to age 17 or about to graduate from HS. Since the program was mandated, half of the cost was to be charged against the district's decentralized title I allocations.

The project in District 12, Bronx had been started in 1966-67 and was continued in 1967-68 on the premises of a maternity center operated by Lincoln Hospital. The program was under the direct supervision of the district superintendent of District 12.

Instruction was planned in educational and vocational areas and in child care. Small classes of 5 to 10 students were to be arranged; business education equipment was to be provided. Child care classes were to be arranged in conjunction with the hospital. Five teachers of academic subjects, vocational business education, and homemaking-nutrition; five paraprofessionals; one guidance counselor; and one secretary were provided. The hospital staff would provide medical care, social workers, psychiatric consultation, and recreation workers. A teacher-in-charge would supervise and coordinate the activities.

Another facility, jointly operated by the Board of Education and the Department of Health, was proposed for District 4, Manhattan. It was to start later in the school year. The proposal was similar to the program in District 12. Both centers were to remain open during the summer session.

TT and Reading Institutes-- Decentralized. The teacher-training institutes, funded with a grant from title I in the summer of 1967, were continued for the school year 1967-68. Districts 4, 5, 6, 12, 14, 17, and 18 were to operate both teacher-training institutes and reading institutes. In District 7, only a reading institute was proposed.

Funds were allotted to 27 district superintendents and to the three demonstration school districts.[16] Each project was to be designed by the district superintendent in consulation with the project coordinator, and with representatives of the community action agencies, local school boards, and teacher groups. Variations among the institutes in their structure, duration, and program were expected. The guidelines for the reading institutes directed concern to the techniques of reading instruction and to the diagnosis and remediation of reading difficulties.

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[16] The three experimental Demonstration Districts are the Ocean Hill-- Brownsville Decentralization Project, the Two Bridges Model School District, and the Intermediate School 201 Complex. Each of these units is supervised by a unit administrator chosen by a locally elected Governing Board, composed of community residents.

The Ocean Hill-Brownsville Project includes I.S.55K and two elementary feeder schools P144K and P178K. JHS 271K and 4 elementary feeder schools: P 73K, 155K, 87K, 137K.

The Two Bridges Model School District includes JHS65M and its four elementary feeder schools P1M, 2M, 42M, and 26M.

The Intermediate School 201 unit includes its three elementary feeder schools P24M, 39M, 68M, and 133M.

The teacher-training institutes were to focus on programs for new teachers, programs designed to provide teachers with better understandings of disadvantaged children and communities, and programs stressing teaching techniques in subject matter areas.

The reading institutes were to be designed for teachers of junior and senior high school students; the teacher-training institutes would work with teachers of elementary and junior high school students. Various patterns of organization -- after school, Saturdays, and holidays, or before the September opening of school -- were suggested as possible structures.

Auxiliary Aides. In 1966-67, title I funds had been used to plan the program of recruitment, training, and employment of nonprofessionals for the 1967-68 school year. Starting in September 1967, the Board of Education and the Human Resources Adminstration were to launch an Educational Careers program in 252 elementary schools in the poverty areas. Priority was to be given to utilizing title I funds for the establishment of a central bureau within the Office of Personnel to set up a promotional career ladder for aides, assistants, and apprentice-interns. These personnel, to be recruited during November 1967 from low-income area residents, were to be serving by January 1968 as assistants to teachers in kindergarten and grade 1; later, as more aides were trained, they would assist teachers in higher grades, and in other areas such as the guidance office, the school library, and the office of the community liaison worker. Qualifications for these positions had been established, as were rates of pay and job descriptions. The paraprofessionals would participate after school hours in a site-based pre-service training program, and in a continuous program of supervised ongoing inservice training.

Beginning in December 1967, 20 educational assistants were to be assigned to corrective reading and mathematics teachers in the nonpublic schools; they would have participated in a preservice program, and would continue to participate throughout the year in an ongoing inservice training program.

The objectives of the project included alleviation of the teacher shortage, improvement in the teaching process, improvement in school-community communication, liberation of teachers from noninstructional tasks, and provision of educational and vocational opportunities for residents of the low-income areas.

The program was to be funded by the Board of Education through title I, and by the Human Resources Administration; various colleges of The City University of New York were to participate in the training program. Title I funds were to be used for stipends and fees for the workshops and inservice training, as well as to fund the cost of materials and equipment.

Child Caring Institutions. Started in the summer of 1967 and expanded in 1967-68, this year-round title I program provided funds to public and nonpublic institutions for neglected and delinquent children.

The institutions and the eligible children were designated by the State Education Department; about 2,000 pupils in 21 Catholic, Protestant, Jewish and nonsectarian institutions were to participate in a program from January 1968 through the summer. Many of these institutions have public school annexes located in the institution.

The overall aim of the project was to help children develop self-respect, confidence, and the skills that would enable them to play a constructive role in society. Each institution was to develop its own proposal for one or more programs designed to meet the special needs of the children in that institution. Day programs in remedial instruction and speech therapy, and after school remedial and creative arts classes were to be conducted in those institutions in which public schools are located on the premises. Summer programs, to be conducted within the institution, were to furnish cultural enrichment and training in manual skills. Title I funds were to be used to provide materials, equipment, professional staff, and expenses for trips. The budget included funds for the establishment of a central office to implement, coordinate, and supervise the programs in the individual institutions.

Pre-K. The pre-K program was recycled in 1967-68. The title I program was to operate in 266 classes in 154 public schools serving all children in the neighborhood. Title I funded 266 teaching positions; 18 additional positions were state funded, and another 18 were funded from the city tax levy budget. The program was to start in October and extend through the school year. Teacher aides (302), family workers (302), and 137 family assistants were to be provided from state funds.

The plan called for the design of a sequential, inschool educational program to stimulate and encourage pupil growth in linguistic and cognitive skills. The curriculum guide was to be revised for the spring semester. Teacher workshops were planned. Early childhood supervisors, educators, and specialists in community involvement were to be utilized in the training programs for professional and auxiliary personnel for the pre-K project.

Projects for Nonpublic School Children, 1967-1968

The 1967-68 title I activities for children in nonpublic schools are listed in Table 4.3 (page 103). More programs operated on the premises of the nonpublic schools than in previous years; these programs were proposed for the regular school day. There was some redefinition of eligibility requirements for pupils, more clearly specifying the target population.

Two general provisions were made for anticipated shortages of personnel. In the event of a shortage in staff for the day program, an eligible school could have an after school program; in no case was an after school program to be provided in schools that had the program operating during the day. There were other instances where a school, or a group of schools, was eligible for a project, but due to small registers and shortages of Board of Education personnel, it was not feasible to assign teachers to the project. Instead, a conveniently located center was proposed; children from the eligible schools would travel to these centers.

Corrective Reading. The Board of Education proposed to recycle the Corrective Reading program for 1967-68; approximately 12,500 pupils attending 170 nonpublic schools in poverty areas would participate in a program designed to increase proficiency in reading. Board of Education licensed teachers would work with small groups of children; they were assigned in a ratio of 1:157. In the event of a shortage of personnel for the day school program, after school service was to be provided. Ten paraprofessionals were to be assigned to work with ten corrective teachers. Plans were made for the production of special instructional materials.

The reading level, strengths, and weaknesses of each pupil in the program were to be diagnosed. Services were to go to pupils one standard deviation below the norm on a standardized reading test -- pupils ranging in retardation from 1.1 years in grade 2, to at least

TABLE 4.3

TITLE I PROJECTS FOR NONPUBLIC SCHOOL PUPILS, 1967-68

Project Title	Abbreviated Title
Corrective Reading Services for Disadvantaged Pupils in Nonpublic Schools	Corrective Reading
Corrective Mathematics Services for Disadvantaged Pupils in Nonpublic Schools	Corrective Math
Guidance in Nonpublic Schools	Clinical Guidance
Speech Therapy for Disadvantaged Nonpublic School Pupils	Speech Therapy
Educational Field Trips for Nonpublic School Pupils	Field Trips
Achievement Tests in Reading and Mathematics for Disadvantaged Pupils in Nonpublic schools	Achievement Tests
Programs for Handicapped Children in Nonpublic schools	Handicapped
Aides for Title I Teachers in Nonpublic Schools	Title I Aides
Learning English as a Second Language	Eng. as a 2nd Language

2.2 years in grade 6 and above. This year, pupils in grades 1, 7, and 8 could also participate. Adequate space for group instruction was to be provided by the nonpublic schools.

Emphasis this year, was to be on inservice teacher training for the corrective teachers. Workshops were planned for the nonpublic school staffs as well.

Corrective Mathematics. The 1967-68 recycling of the Corrective Mathematics program was designed to provide remedial instruction for about 18,500 pupils attending about 175 nonpublic schools located in poverty areas. Eligibility requirements for pupils were redefined.

One corrective mathematics teacher was allotted for every 230 pupils; a total of 80 teachers were to be assigned to work part time in the schools. The teachers, licensed by the Board of Education, would teach groups of ten children in space provided by the nonpublic schools . A paraprofessional was to be assigned to work with each of ten corrective teachers.

Orientation sessions were to be conducted for selected nonpublic school staff, and an inservice teacher training program was to be arranged for the corrective teachers in the program. In addition, a two-credit after school, inservice workshop course would be available to newly assigned corrective mathematics teachers. All supervision and teacher training was to be the responsibility of the project coordinator and five field supervisors.

Clinical Guidance. During 1967-68 the clinical guidance project was continued; services were planned for approximately 90,000 pupils in 180 nonpublic schools. The program was to located on the premises of these schools during the regular school day; in the event of shortage of personnel, a temporary program would be provided after school hours in those schools not having a daytime program.

The program sought to provide services to nonpublic school children and their parents, and to orient the school staffs and the assigned professional personnel to the needs of the children. One counselor was assigned for every 2,000 pupils; one psychologist and one social worker were included in the design for every 5,000 pupils. Additional professional and administrative personnel were budgeted.

Speech Therapy. A recycled project, this program was designed to provide speech therapy for approximately 7,000 pupils from the nonpublic schools. The proposal called for speech correction teachers to provide therapy once a week in groups of ten or less, confer with classroom teachers and parents, maintain records of attendance and progress, and make referrals.

In case of shortage of personnel, after school services were to be provided, and if registers were small (under 200), centers were to be established to which children could travel.

An orientation program for nonpublic school classroom teachers was to be conducted by the project coordinator, and an ongoing training program was planned for the speech correction teachers.

Field Trips. Approximately 85,000 pupils in grades 1 to 8 in about 182 nonpublic schols were to participate in this program, recycled for 1967-68.

This year, each school was allowed a total of 1.5 trips per pupil, and children in grades 1 and 2 were to be included. Maximum utilization of buses was to be encouraged, and adult supervision was to be better coordinated than in prior years. Suggestions were made to the nonpublic schools to help them derive maximum educational results from the programs; these suggestions included having orientation sessions with principals, and prepared bulletins and materials for teachers for planning and following up trips.

Achievement Tests. Initiated in 1966-67, the achievement test program for 1967-68 was designed to provide information about the performance of approximately 32,000 pupils in grades 3, 5, and 7 in 179 nonpublic schools.

Nonpublic school staff, who had participated in orientation sessions conducted in January, after school hours in public school buildings, would administer the tests in January or February of 1968.

Handicapped. This project, budgeted to run from February through June of 1968, was developed in consultation with the representatives of the nonpublic schools. The program was designed to meet the needs of handicapped pupils enrolled in designated classes in the nonpublic schools; originally scheduled for title VI funding, this project was funded through title I.

The objectives of the program were to develop the residual powers of the handicapped child; to broaden his horizons; to develop awareness and understanding on the part of teachers, parents, and the community; and to adapt school settings, methods, and materials to the needs of these children.

The program provided personnel to conduct programs for mentally retarded, emotionally disturbed, brain-injured, acoustically handicapped, and partially-sighted children. The Board of Education title I personnel included a psychologist, speech therapist, psychiatrist, social worker, guidance counselor, remedial reading teacher, educational assistants, typists, and supervisors.

English as a Second Language. This new title I project was designed to provide instruction in English for pupils who were learning English as a second language; the objectives were to improve comprehension, fluency, self-image, classroom performance, and social interaction with English-speaking peers. Approximately 65 nonpublic schools were included in the proposal; these schools were selected because they service large numbers of non-English speaking pupils. Wherever feasible, for other schools with small registers of non-English speaking pupils, a regional center was to be established.

Children in grades K to 8 were to participate. Teachers were allocated on the basis of a 420:1 pupil-teacher ratio; each teacher would serve about 72 non-English speaking pupils a week. The teacher was to provide instruction to four groups per day; in grades K to 6 the group class size was to be set at 5 to 9 children, and in grades 7 and 8 the groups ranged in size from 16 to 20 children. Suitable instructional materials were to be provided.

Teacher-training sessions would be held throughout the year. In addition to working directly with students, these Board of Education teachers would confer with the regular classroom teacher.

Title I Aides. The title I programs conducted by the Board of Education in the nonpublic schools include the following categories: Corrective Reading, Corrective Mathematics, Guidance, Speech Therapy, Handicapped Children and the non-English Program.

The Board of Education's Coordinator of the Auxiliary Personnel Career Program, the Coordinator of Nonpublic School Programs, and the nonpublic school Liaison Consultants would jointly develop plans for the recruitment, training, and employment of nonprofessionals.

Aides to assist teachers in nonpublic schools participating in title I programs, were to be recruited, trained, assigned, and supervised in the Educational Career Leaders program. (See Auxiliary

Aides, public and nonpublic schools.) No separate proposal was made for the use of aides in nonpublic schools.

Auxiliary personnel were to be assigned to assist Board of Education teachers only in the nonpublic schools' programs listed. The allocation of nonprofessional positions was to be proportional to the number of teaching positions assigned. By December 1967, ten aides were to be assigned to corrective reading teachers, and ten aides to the corrective mathematics teachers.

Summer Projects, 1968

On May 14, 1968, among other items on the agenda, proposals for title I summer 1968 projects were expected on the Board of Education's calendar.[17] The decentralization of funds was to be proposed for 26 districts and for the three demonstration districts; about 150 decentralized projects were planned.

Eighteen centralized title I proposals were also to be on the agenda. The titles of these were:

"Early Childhood Centers in Poverty Areas;" "Summer Elementary Schools;" "Summer Junior High Schools;" "College Bound;" "Summer Vocational High Schools;" "Neighborhood Youth Corps, In-School Enrichment Program;" "Retarded Readers-- High Schools;" "Summer Program, Socially Maladjusted and Emotionally Distrubed Children;" "Central Summer Program for the Handicapped, "400" Hospital Annexes;" "Summer Clinics for Speech Handicapped;" "Summer School for CRMD Pupils-- Teacher Training Component;" "Summer Program for Educational Support, Hearing- and Language-Impaired Children;" "Summer Program for Neurologically Handicapped;" "Summer Occupational Therapy Center for Mentally Retarded Youth;" "Park Department-- Natural Science;" "Project PEP;" "Reading Program for Summer Campers;" and "Recruitment and Training of Spanish Speaking Teachers.

Summary Note

Throughout this chapter the intention has been to furnish relevant information about projects proposed in New York City, funded in whole or in part under ESEA title I. For each year 1965-66 to 1967 the projects for public school pupils, for both public and nonpublic school pupils, and for nonpublic school pupils were listed and described. Tables 5, 6, and 7 following, summarize the projects for the three year period by type of pupil population served -- public

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[17] The summer 1968 projects did not appear on the May 14 calendar; they were postponed to a later date.

TABLE 5

ESEA TITLE I CONTINUITY OF PROJECTS FOR PUBLIC SCHOOL (PS) PUPILS: 1965-66 to 1967-68

Project (Short Title)	First Year		Second Year		Third Year[a]	
	65-66	S-66	66-67	S-67	67-68	S-68
Educational Services						
Open Enrollment:[b]						
Elementary	x		x		x	
JHS	x		x		x	
AHS					x	
Transitional Schools:[b]						
Elementary	x		x			
JHS	x		x			
Improved Services:[b]						
Elementary	x		x			
JHS	x		x			
Middle Schools [b]	x		x			
Compensatory Education:						
Elementary					x	
IS & JHS					x	
AHS					x	
VHS					x	
More Effective Schools	x		x		x	
After School Study Centers:						
Elementary[c]	x					
JHS	x		x			
Speech Improvement	x		x			
English as a 2nd Language					x	
Comprehensive H S:						
AHS	x		x			
VHS	x		x			
College Bound[d]			x		x	
College Discovery Program	x		x		x	
P 129 K - Decentralized					x	
5 Primary Schools-Decentralized					x	
Early Childhood:						
Teachers for Grade 1					x	
Teachers for Grade 2					x	
Materials					x	
Diagnosis in Reading					x	

Continued

Table 5 (Projects for PS Participants) continued

Project (Short Title)	First Year		Second Year		Third Year[a]	
	65-66	S-66	66-67	S-67	67-68	S-68
Educational Enrichment Services						
Athletic Program	x					
Summer AHS		x				
I.S. 201 AfterSchool			x			
National Environment					x	
Natural Science					x	
Educational Guidance for Special Needs						
Instruction (SM),"600" Schools[b,e]	x		x		x	
Supportive (SM), Regular Schools[b]	x		x			
SM, Selected Schools[a]	x		x			
Lincoln Hall	Not Implemented					
"Teacher - Moms"		x				
Attendance HS			x			
Benjamin Franklin-Decentralized					x	
Operation "Return"					x	
Teacher Training-Curriculum Develop.						
SUTEC	x		x		x	
Curriculum, Middle Schools	x					
TT, Middle Schools	x					
Curriculum, TT-Career Guidance	x		x			
Curriculum, TT-SM	x		Withdrawn			
Internship, New Principals			x			
Parent-Community Involvement						
Parent Followup			x			
Kindergarten Aides[g]			x		x	
Aides for Libraries			x			
Parent Involvement- E C[h]					x	
Homework Helper - EC					x	

Note: Footnotes are on following page. p. 110

Footnotes to Table 5

[a] Summer 1968 title I programs were to appear on the Board of Education Calendar, May 14, 1968.

[b] In 1967-68 tax levy funds were used to subsidize, in whole or in part, some of the projects previously funded by ESEA money. The Compensatory Education title I program supplied some of the services to schools in '66-'67.

[c] In '66-'67 ASSC elementary were for PS & NPS participants (Table 6). In '67-'68 all ASSCs were decentralized.

[d] In '66-'67 there was a planning grant. See also Table 6 PS & NPS. In the summer (S-67) the program was open to PS & NPS participants.

[e] In S-67 a single program for both the "600" schools and certain NPS institutions (Table 6).

[f] Both of these projects may be considered as preparatory projects for the establishment of the Middle School.

[g] In '66-'67 this was a pilot program. In '67-'68 the expanded program for aides became part of the Early Childhood program.

[h] Part of the '67-'68 Early Childhood program.

TABLE 6

ESEA TITLE I CONTINUITY OF PROJECTS FOR PUBLIC SCHOOL (PS) AND NONPUBLIC (NPS) PUPILS: 1965-66 to 1967-68

Project (Short Title)	First Year		Second Year		Third Year[a]	
	65-66	S-66	66-67	S-67	67-68	S-68
Educational Services						
Expanded Kindergarten[b]	x					
Educational Enrichment						
Expanded Pre-Kindergarten	x		x		x	
Head Start		x		x		
ASSC-Elementary:[c]						
Remedial & Tutorial			x			
SPDC-Art, Music, H.E.			x			
Summer Elementary[d]		x		x		
Summer JHS		x		x		
Summer VHS		x		x		
Summer AHS[e]		x				
PEP				x		
College Bound				x		
Musical Talent Showcase				x		
Educational Guidance for Special Needs						
Neighborhood Youth Corps		x		x		
Evening (Out-of-School) Guidance[g]			x			
Pregnant Girls			x		x	
Speech Clinics				x		
Summer SM[h]		x		x		
Centers, Mentally Retarded				x		
Hearing & Language-Impaired				x		
Schools, Mentally Retarded				x		
"400" School Annexes				x		
Child Caring Institutions[i]					x	
Teacher Training-Curriculum Development						
ITTP		x	x			
Teacher-Training Institutes[j]		x		x		
TV-AV Equipment[k]	x					
Parent-Community Involvement						
Training Nonprofessionals[l]			x		x	
Decentralized Projects for Children[m]				x	x	

Note: Footnotes appear on following page, p. 112

Footnotes to Table 6

[a] Summer 1968 programs were to appear on the Board of Education Calendar, May 14, 1968.

[b] Not related to the K Aides project listed in Table 5.

[c] In '65-'66 ASSC programs for PS & NPS participants were separate (Tables 5 & 7). In '67-'68 all ASSCs were conducted on a district decentralized basis.

[d] The summer '66 Music & Art program, NPS, was merged with the Summer Elementary School Program.

[e] Some of the summer '66 AHS programs were for PS& NPS participants; others were for PS pupils only (Table 5).

[f] During the summer '67, the College Bound program was open to both PS & NPS participants in '67-'68, it was open to PS pupils only (Table 5).

[g] In '65-'66 Evening Guidance was a NPS program (Table 7).

[h] Some summer SM programs are in PS "600" schools; others were in centers serving both PS & NPS children.

[i] In summer '67, in NPS institutions only (Table 7).

[j] In the summer '67 & during '67-'68, Teacher Training Institutes were conducted on a decentralized basis.

[k] In '66-'67, teachers in the NPS participated in a training program (see Table 7).

[l] During '66-'67 planning grant for the '67-'68 training, recruitment and employment of nonprofessionals.

[m] In the summer '67, title I funds were allocated to poverty area districts for programs for disadvantaged children. This program was enlarged in '67-'68. Some of the projects included both PS and NPS participants, and some were for PS only.

TABLE 7

ESEA TITLE I CONTINUITY OF PROJECTS FOR NONPUBLIC SCHOOL (NPS) PUPILS: 1965-66 to 1967-68

Project (Short Title)	First Year		Second Year		Third Year	
	65-66	S-66	66-67	S-67	67-68	S-68
Educational Services						
Corrective Reading	x		x		x	
Corrective Mathematics			x		x	
Achievement Tests			x		x	
Speech Improvement	x					
English as a Second Language					x	
Speech Therapy [b]	x		x		x	
Remedial & Tutorial Centers[c]	x					
Educational Enrichment Services						
Field Trips			x		x	
Educational Enrichment:[d] Art, Music, H.E., Library	x					
Summer Music & Art	Merged with Summer Elementary					
Educational Guidance for Special Needs						
Out-of-School Guidance [e]	x					
In-School Guidance , Clinical			x		x	
16 Institutions				x		
Handicapped Children					x	
Teacher Training-Curriculum Development						
Demonstration & TTG Art, Music, H.E., Library, Speech Improvement	x					
Program to Recruit Teachers	Not Implemented					
TV-AV Teacher Training			x			

Note: Footnotes appear on following page, p. 114

Footnotes to Table 7

[a] Summer 1968 programs were to appear on the Board of Education Calendar, May 14, 1968.

[b] In '65-'66 Speech Therapy was a two-part project; subsequently, only the regular school day program was continued.

[c] During the second year after school elementary centers were open to both PS and NPS participants (Table 6); in '67-'68 after school centers were decentralized.

[d] See Table 6, ASSCs. PS and NPS after school enrichment programs were combined in 1966-67.

[e] In '66-'67, Out-of-School Guidance was open to PS and NPS pupils (Table 6).

[f] See Child Caring project (Table 6).

[g] After the first year, teacher training projects were open to teachers teaching in both PS and NPSs.

school pupils, both public and nonpublic school pupils, and nonpublic school pupils respectively. An attempt was made to further group the projects under educational services; educational enrichment services; educational guidance for children with special needs; teacher training and curriculum development, and parent-community involvement.

CHAPTER IV

THE SCHOOLS:
Eligibility, and Assignment of Projects to Schools

The basis for determining allocations of title I funds to local educational agencies is economic deprivation (low-income); the basis for planning title I programs and services is educational deprivation.

In part I, Basic Data, of the application for Federal assistance (Form OE 4304), the LEA is to list all school attendance areas with high concentrations of low-income families, ranked according to degree of concentration. This listing must include the indices used in selecting the attendance areas with high concentrations of children from low-income families. Having thus demonstrated that the attendance areas and the schools have been selected on the basis of economic deprivation, educational deprivation factors will determine both the kinds of programs, and the kinds of children entitled to benefit under the Elementary and Secondary Education Act, title I.

This chapter examines how school attendance areas, eligible schools within attendance areas, and kinds and types of children participating in title I programs in these schools have been selected by the New York City Board of Education.

SCHOOL ATTENDANCE AREAS WITH HIGH CONCENTRATIONS OF CHILDREN FROM LOW-INCOME FAMILIES

According to the Guidelines,[1] the objective for the Board of Education is to reach children in areas with high concentrations of low-income families. Schools in these attendance areas must have concentrations of low-income families at least equal to the citywide average. If projects are approved, those areas having a concentration of children from low-income families, as high as or higher than the citywide average, may be designated as project areas. Additional areas, in descending order of concentration, may also be designated as project areas if funds are available.

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[1] Guidelines, op. cit.

Poverty Areas in New York City

In New York City, school attendance areas with high concentrations of children from low-income families have been designated "poverty areas." The poverty areas are combinations of health districts[2] in which the number of AFDC families, and of families with incomes below $2,000, exceed comparable figures for the city as a whole. Each such combination of health districts, i.e., each poverty area, has a community corporation acting as the officially recognized community agency. In order to avoid establishing a "means" test for individual children, it is generally assumed that all schools located within poverty areas are eligible and, in addition, all children attending these eligibile schools in poverty areas can be considered as being from low-income families.

The Council Against Poverty (CAP). By agreement with the Board of Education, the CAP has primary responsibility for selecting poverty areas. In the first title I school year, 1965-66, there were 16 officially-designated areas of poverty in New York City; in 1967-68 there were 26 areas.[3] At the present time, the Board of Education accepts as a basis for the allocation of services, the areas -- with some modifications -- defined by the CAP, after extensive research and public hearings, as poverty areas.

Over the three-year period, and within each year as well, there have been changes in the boundaries of the poverty areas, reflecting both the mobility of the population of New York City and also certain refinements in the selection of areas; these refinements are designed to exclude "pockets of affluence" and to include "pockets of poverty." The CAP redefines the boundaries during the year; this often results in changes in a school's eligibility after title I services have been allocated. As a result, and in order to avoid confusion in the future, a deadline has been set for the yearly designation of poverty areas. July 1, 1968 is the deadline proposed by the Board of Education for the 1968-69 school year.

For the first time in 1967-68, the OSFAP published a listing of street addresses located within the poverty areas.[4] Once the boundaries for poverty areas were established, these addresses (together with the poverty area maps) helped resolve questions about the eligibility of particular schools.

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[2] Health district boundaries are not congruent with the boundaries of the 30 school districts in New York City.

[3] Personal communication, staff of the Office of State and Federally Assisted Programs. From conversations with Board of Education personnel, it was difficult to determine the specific role of the CAP in 1965-66; it was generally "recollected" that the community action agencies were involved in this process in some capacity.

Poverty Area Maps. Figures 1 to 6, pages 119 to 124, present the poverty areas in the boroughs of Manhattan, the Bronx, Brooklyn, Queens, and Richmond, respectively. Only the current poverty areas (shaded grey) are presented here. These maps do not indicate any of the changes made during the three-year period. Complete maps showing the changes in boundary lines could not be reproduced in time for this report; however, Figures 7, 8, and 9 (pages 126, 127, and 128) present a sample of poverty areas in Brooklyn selected to show the first and second additions, deletions, and shifts in boundaries.

In Figure 7 the shaded areas represent a poverty area; the darker shading indicates the current boundary, while the two lighter shaded areas to the east and west denote deletions. That is, both the original and revised boundaries of this particular poverty area are presented. Apparently, the original (i.e., the total) area included residential sections best described, relatively, as "pockets of affluence."

Figures 8 and 9 present two contiguous poverty areas selected to show the shift in the boundary between them. In Figure 8 the shifted area is marked by the lightest shading of grey; the medium grey area is an addition to the original (i.e., the blackest grey) area. As can be seen in Figure 9, the original poverty area is shaded the darker grey; the boundary was extended to the south (lighter grey) and to the west. The western addition represents an area shifted from another officially designated poverty area (see Figure 8).

Eligibility Requirements

The Board of Education (OSFAP) establishes the criteria of school eligibility, and adopts them by formal resolution and policy statement. In 1965-66, some confusion existed as to what the requirements were, with the result that many schools receiving title I services were found to be outside of the poverty areas. In general, however, special service schools were selected to receive title I aid in 1965-66. Services also went to schools receiving Open Enrollment children, on the theory that, had these children elected to attend schools in their neighborhood (poverty areas), they would be entitled to services

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[4] Office of State and Federally Assisted Programs, New York City Board of Education, Street Addresses Located Within Poverty Areas Officially Designated by the New York City Council Against Poverty, November 5, 1967 (mimeo).

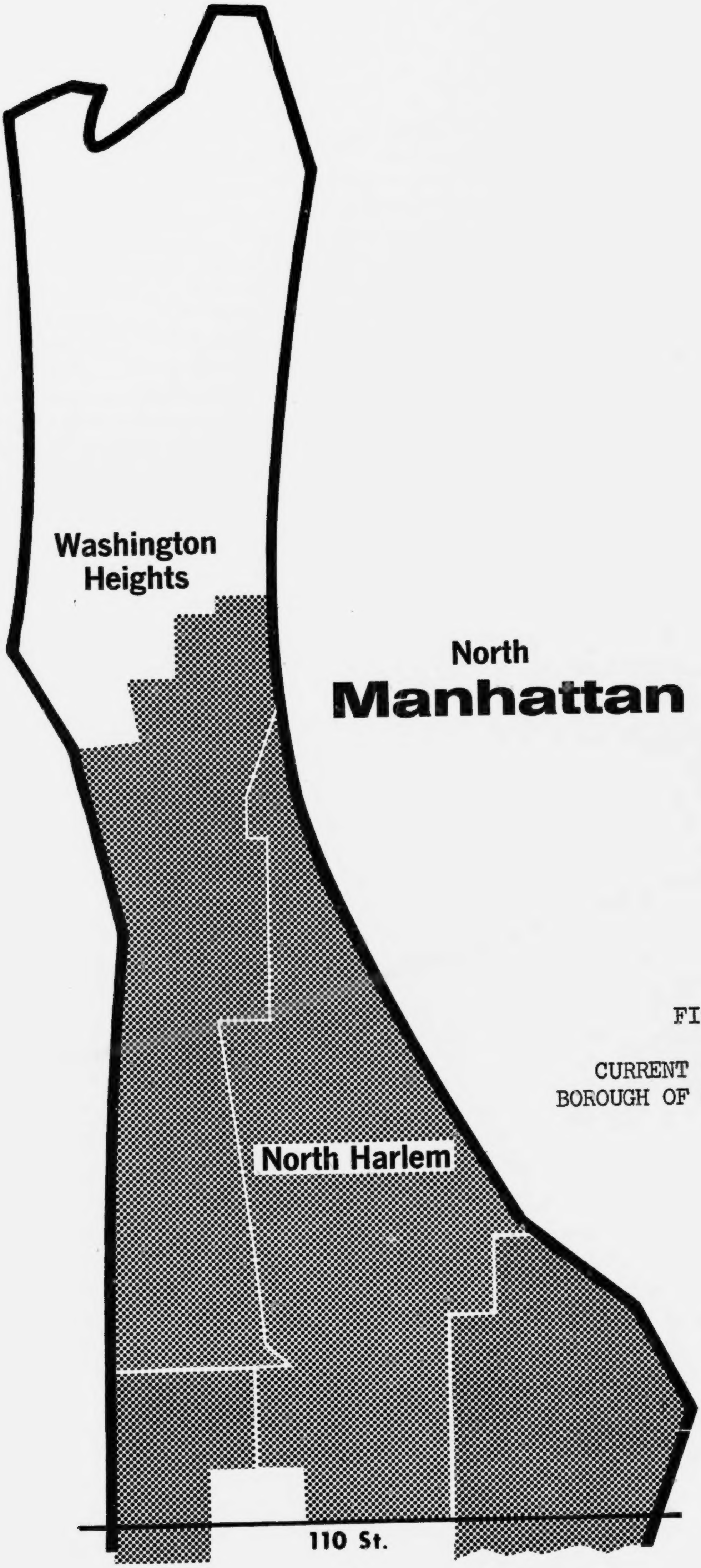

Washington Heights
North
Manhattan
North Harlem
110 St.

FIGURE 1

CURRENT POVERTY AREAS,
BOROUGH OF MANHATTAN (NORTH)

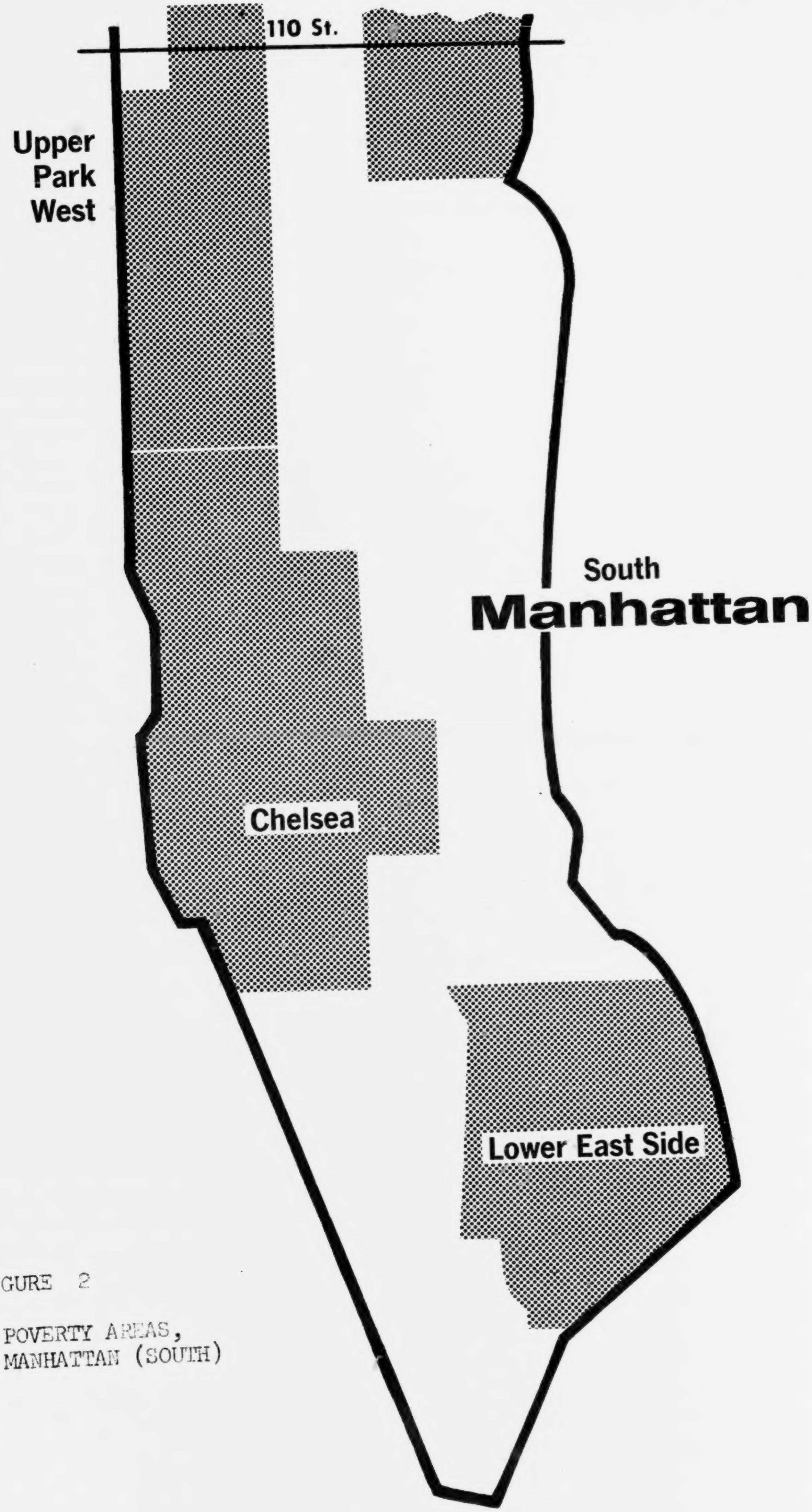

110 St.
Upper Park West
South Manhattan
Chelsea
Lower East Side

FIGURE 2

CURRENT POVERTY AREAS,
BOROUGH OF MANHATTAN (SOUTH)

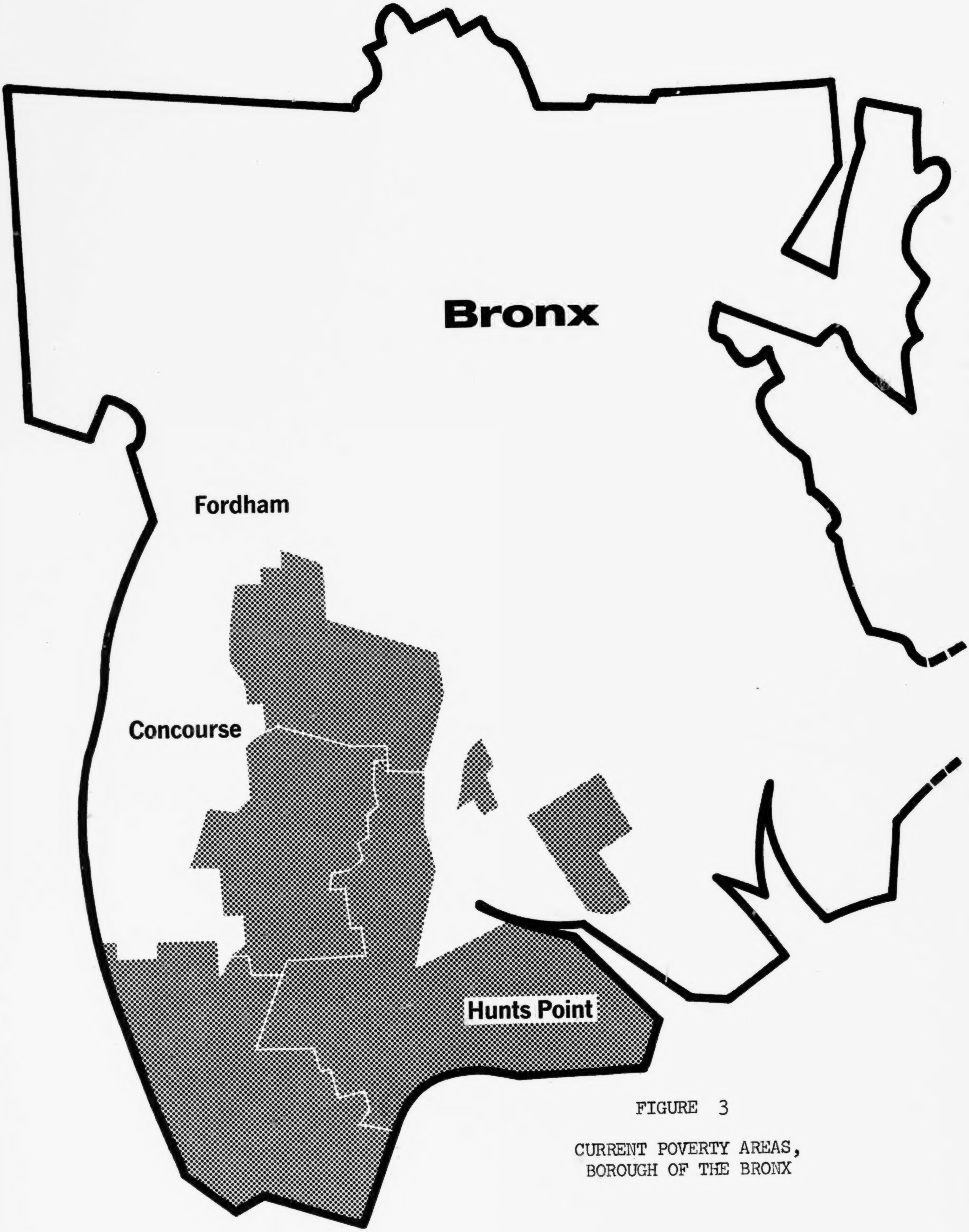
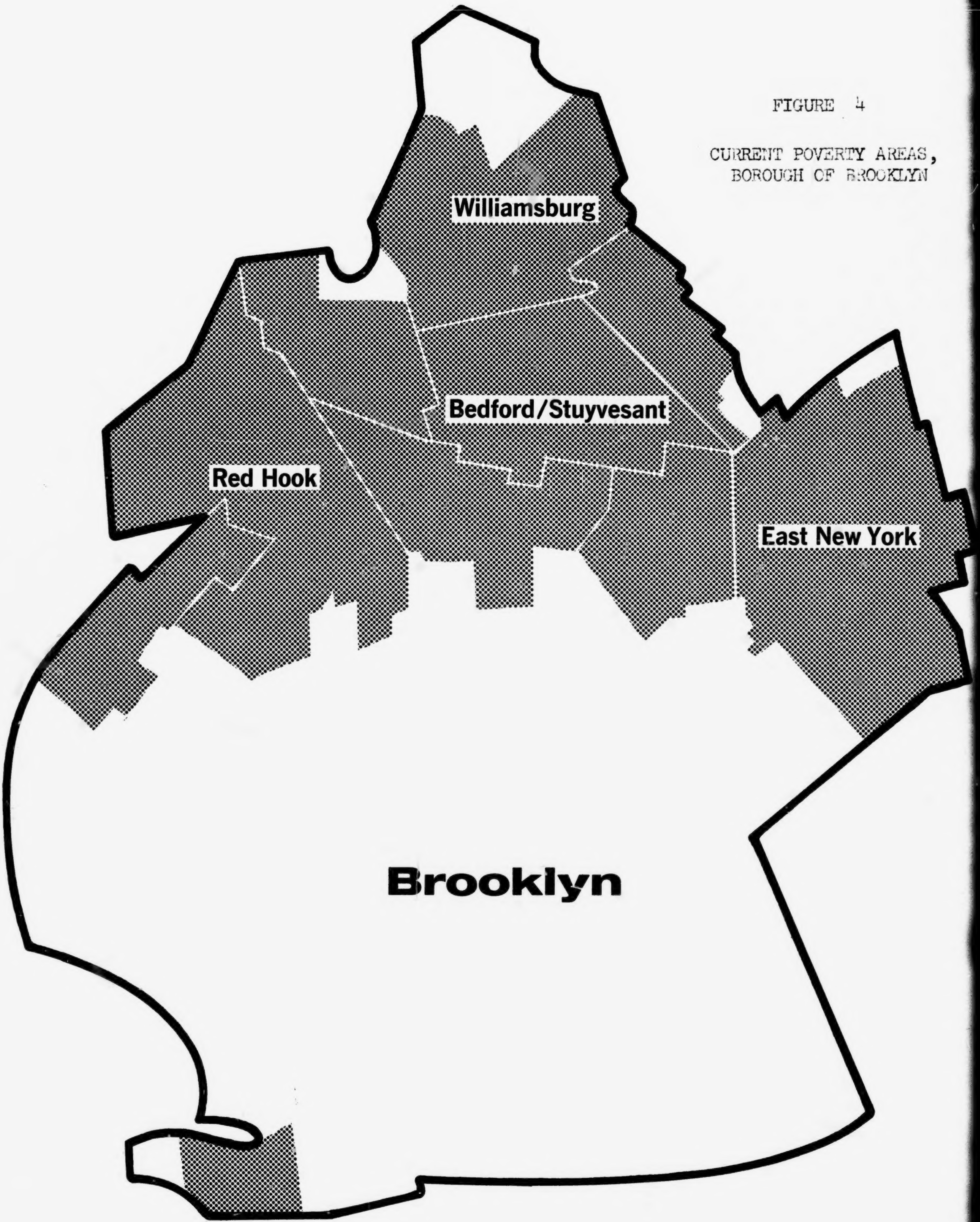

Bronx
Fordham
Concourse
Hunts Point

FIGURE 3

CURRENT POVERTY AREAS,
BOROUGH OF THE BRONX

FIGURE 4

CURRENT POVERTY AREAS, BOROUGH OF BROOKLYN


Williamsburg
Bedford/Stuyvesant
Red Hook
East New York
Brooklyn

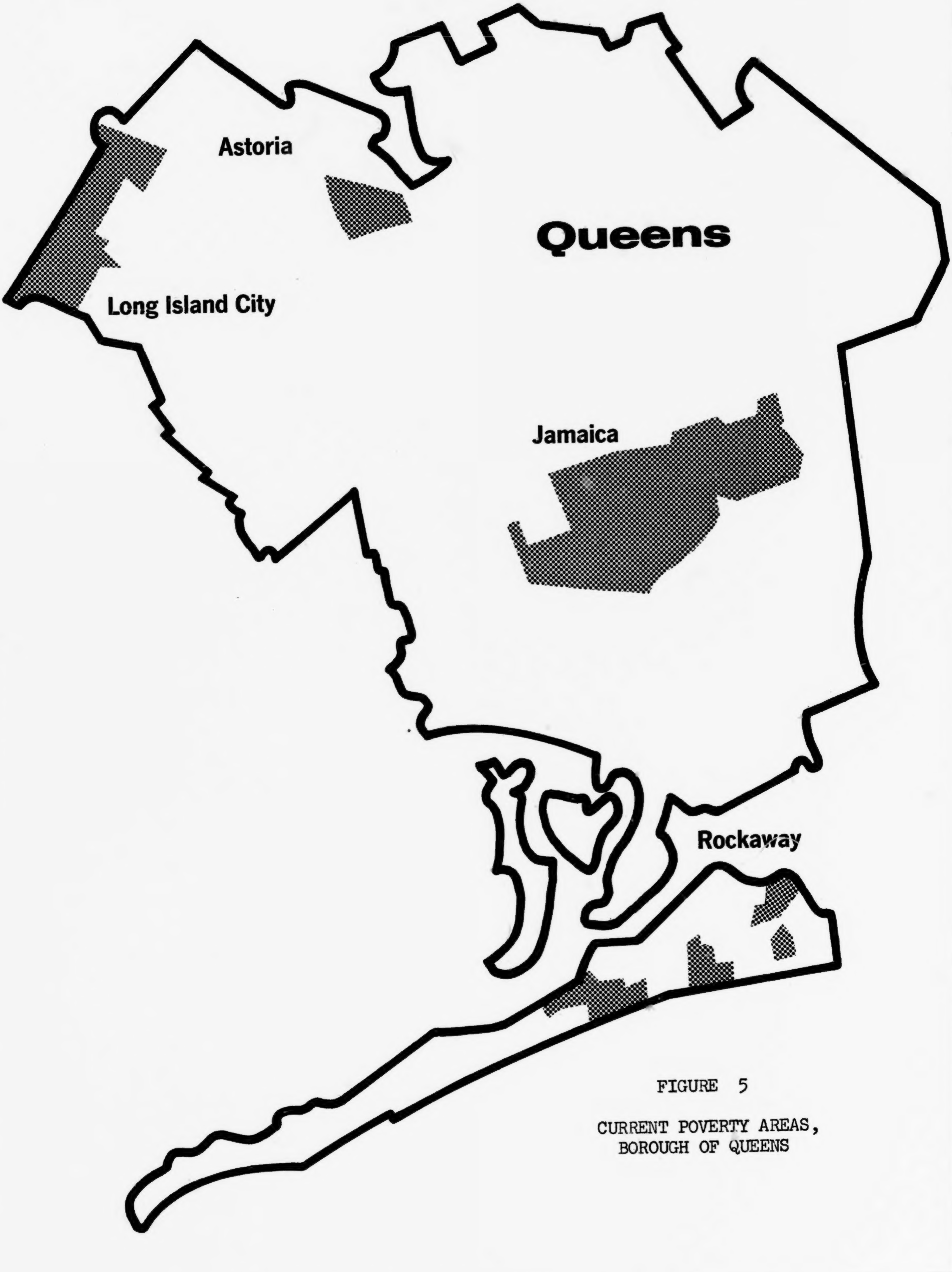

Astoria
Queens
Long Island City
Jamaica
Rockaway

FIGURE 5

CURRENT POVERTY AREAS,
BOROUGH OF QUEENS

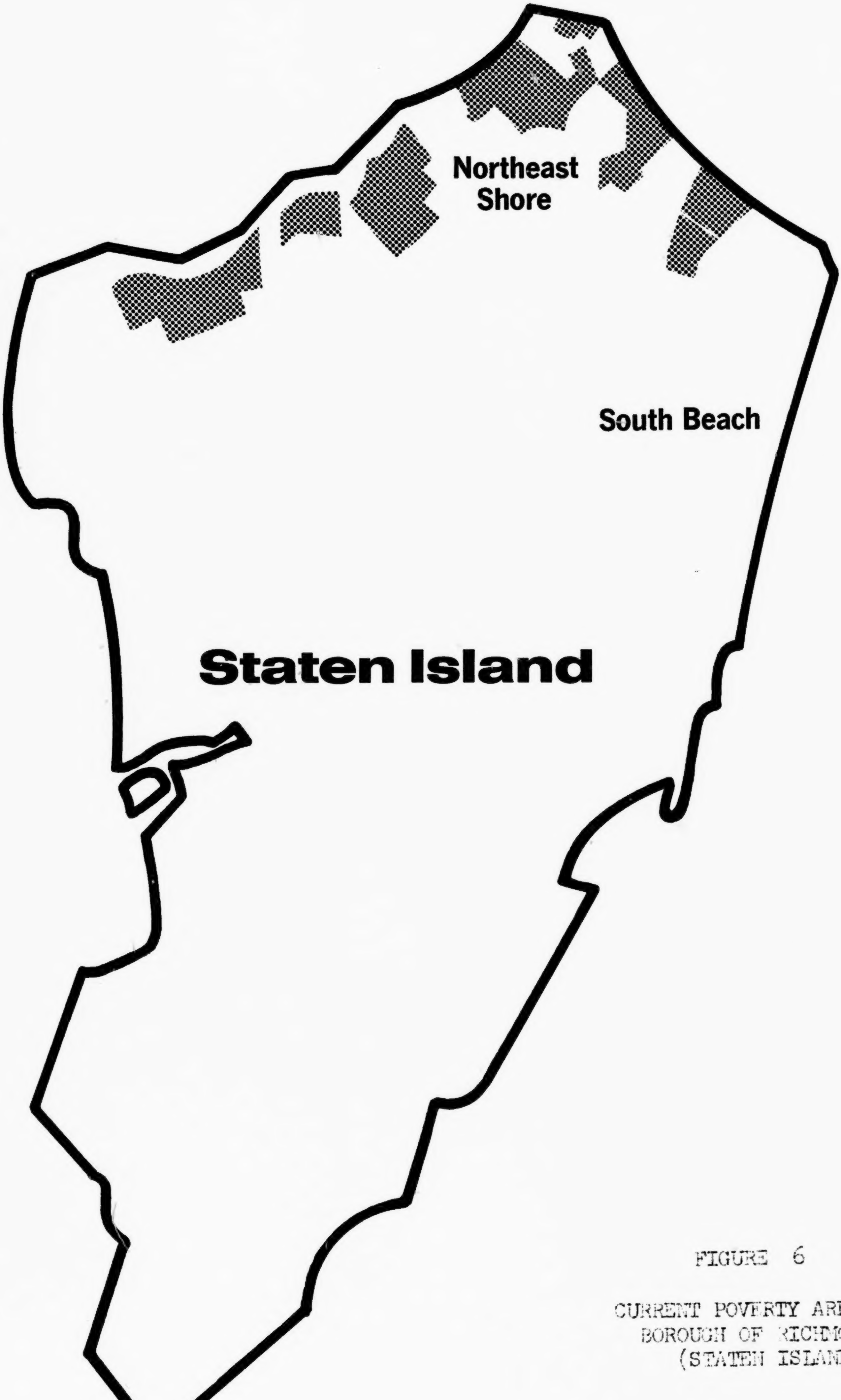

Northeast Shore
South Beach
Staten Island

FIGURE 6

CURRENT POVERTY AREAS,
BOROUGH OF RICHMOND
(STATEN ISLAND)

under ESEA; since the intent of the act is to reach economically and educationally disadvantaged children, these OE children would be penalized for attending schools outside poverty areas. Therefore, even from the first year of title I, some services were made available to schools receiving OE children. This practice continued through 1966-67; in 1967-68 title I services were extended to high schools receiving OE students (see Chapter III).

In 1966-67 there was little attempt to formalize the eligibility requirements, although an effort was made to assign title I services only to schools located in poverty areas or to pupils residing in poverty areas. The school year 1967-68 brought significant changes in the eligibility requirements. The 1966-67 and 1967-68 poverty areas were designated by the CAP.

1967-68 criteria for ESEA title I eligibility. According to the *Summary* prepared by the OSFAP, "Recent guidelines issued by the U. S. Department of Health, Education, and Welfare require basic changes in the present criteria for the selection of pupils and schools under ESEA title I. In keeping with these changed guidelines, criteria for eligibility of schools are to be established..."[5]

The following criteria were used to determine eligibility of schools in 1967-68.

"A. Pupils attending schools, both public and nonpublic, located in poverty areas designated by the Council Against Poverty will be eligible for ESEA Title I services if 50 per cent or more of the pupils in these schools reside within the designated poverty areas.

"B. Pupils attending schools, both public and nonpublic, located outside poverty areas designated by the Council Against Poverty will be eligible for ESEA Title I services if 50 per cent or more of the pupils in the schools reside within the designated poverty areas,[6] and if the distance from the poverty area does not exceed the following:
   1. High Schools-- One mile.
   2. Other Schools-- Three short blocks, or one long block (approximately 750 feet).

"C. Pupils who live in poverty areas designated by the

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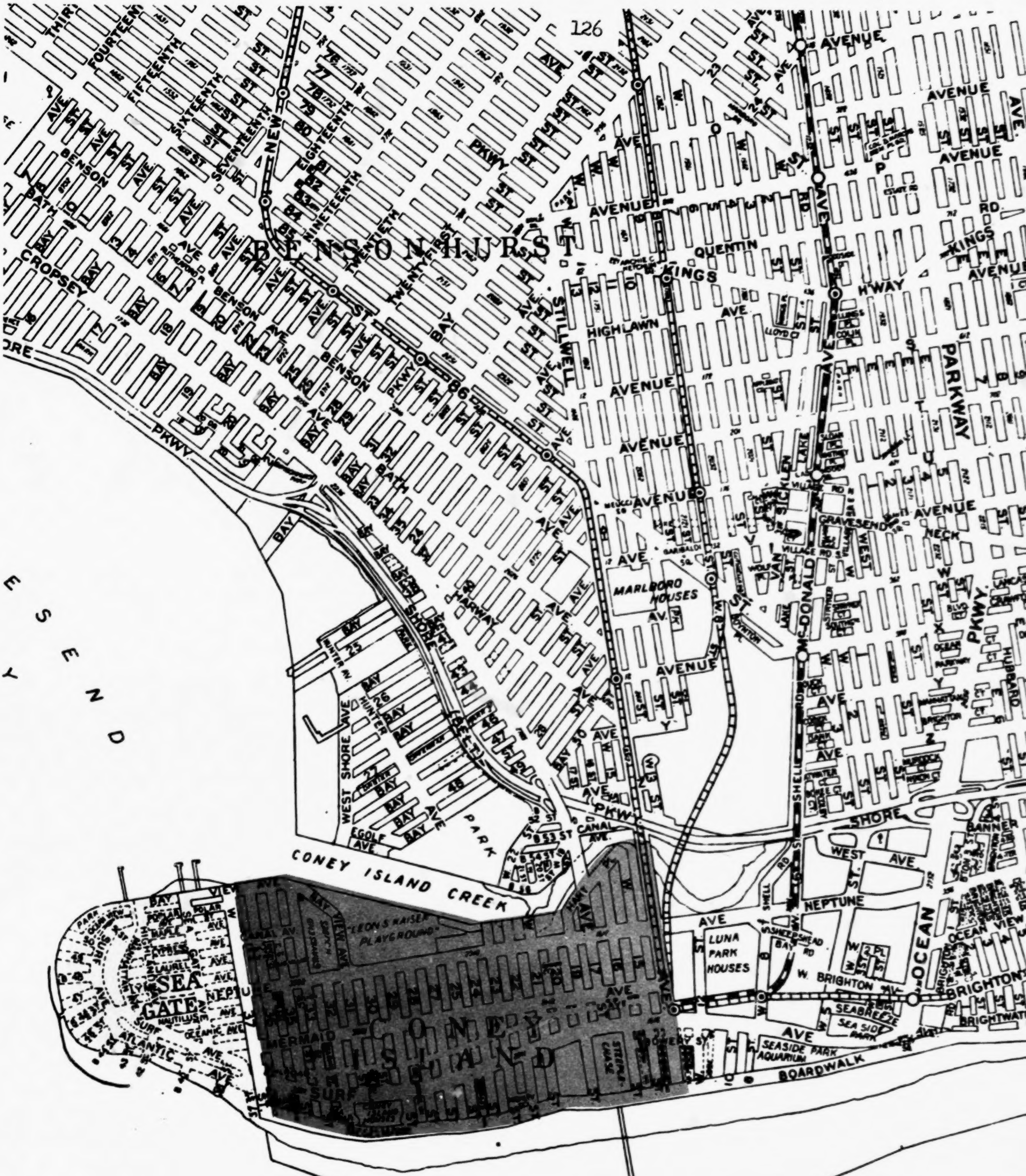
[5] OSFAP, *Summary*, *op*. *cit*.

[6] In those instances where schools must establish that the majority of pupils are from poverty areas, residency data for second grade pupils were used.


BENSONHURST
CONEY ISLAND
SEA GATE
CONEY ISLAND CREEK
MARLBORO HOUSES
LUNA PARK HOUSES
"LEON S KAISER PLAYGROUND"
SEASIDE AQUARIUM
BOARDWALK
CROPSEY
STILLWELL
KINGS HWAY
QUENTIN
HIGHLAWN
OCEAN PKWY
SHORE PKWY
NEPTUNE AVE
MERMAID
SURF
W. BRIGHTON AVE
SEABREEZE
BRIGHTON
E S E N D
Y

Areas Deleted

Fig. 7: POVERTY AREA WITH BOUNDARIES
REVISED TO EXCLUDE "POCKETS
OF AFFLUENCE"

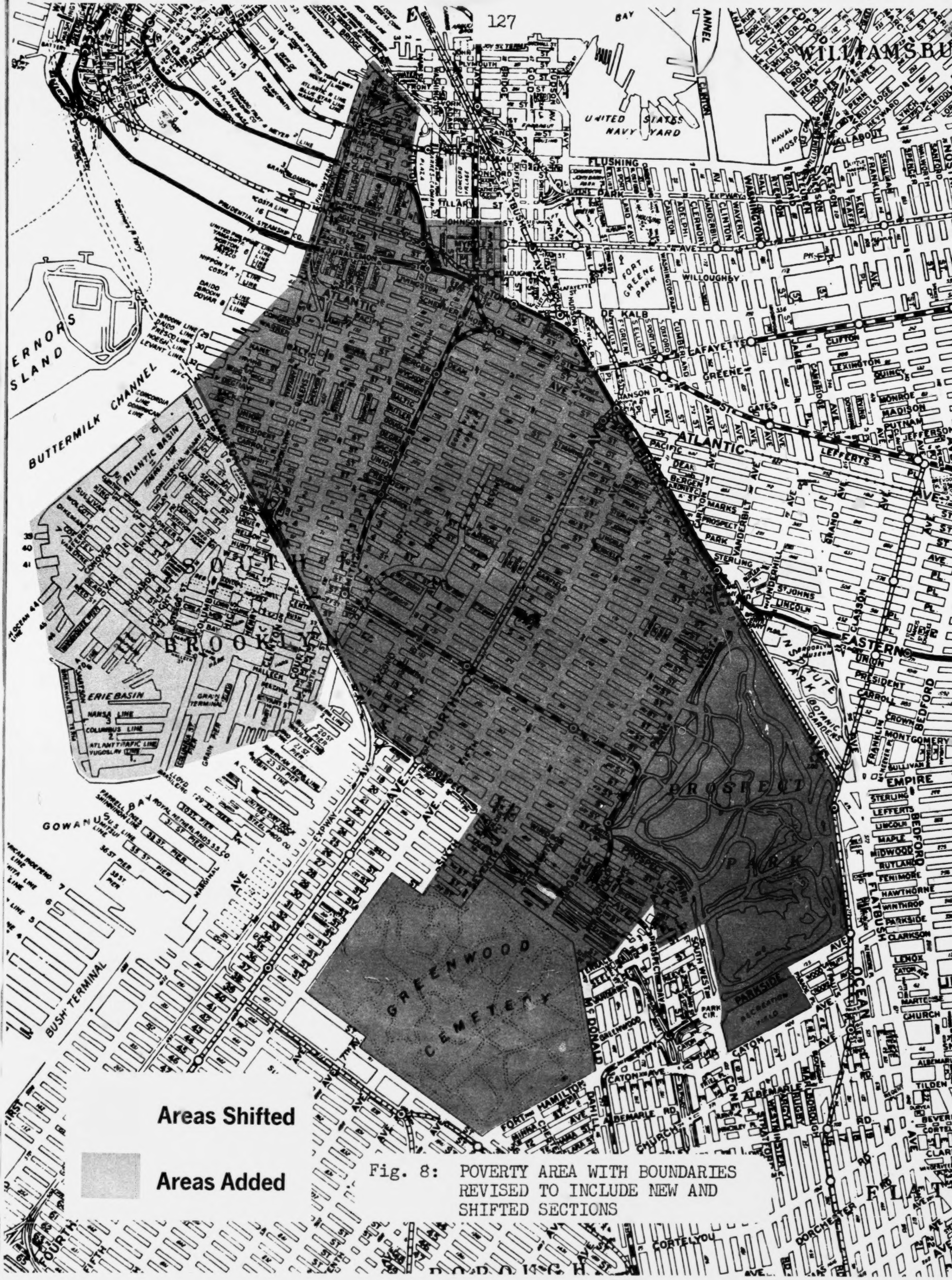

UNITED STATES NAVY YARD
FORT GREENE PARK
GOVERNORS ISLAND
BUTTERMILK CHANNEL
ATLANTIC BASIN
SOUTH BROOKLYN
ERIE BASIN
GOWANUS BAY
BUSH TERMINAL
PROSPECT PARK
GREENWOOD CEMETERY
PARKSIDE
Areas Shifted
Areas Added

Fig. 8: POVERTY AREA WITH BOUNDARIES REVISED TO INCLUDE NEW AND SHIFTED SECTIONS

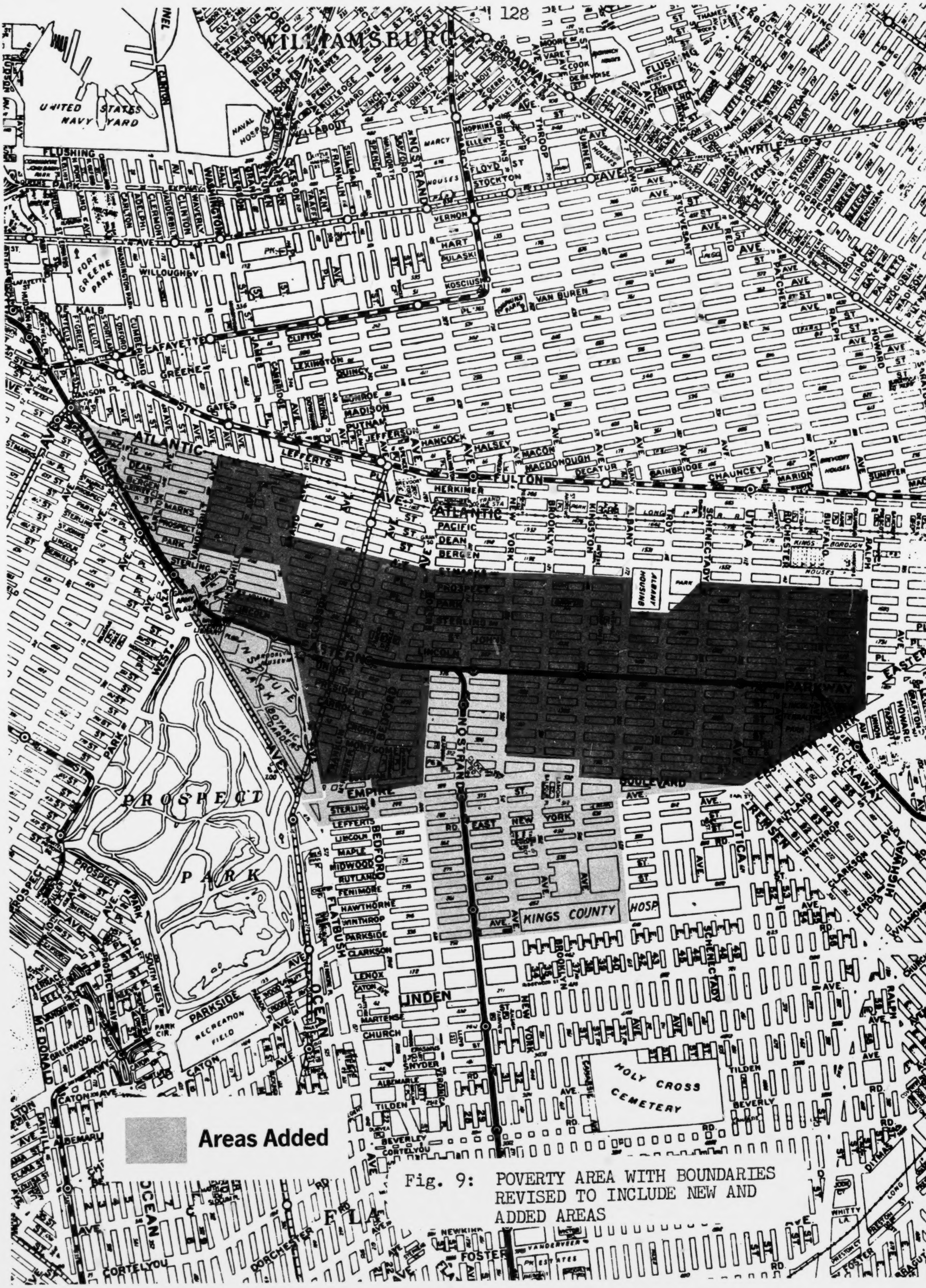

WILLIAMSBURG
UNITED STATES NAVY YARD
FORT GREENE PARK
ATLANTIC
FULTON
EASTERN PARKWAY
PROSPECT PARK
BOTANIC GARDENS
KINGS COUNTY HOSP
HOLY CROSS CEMETERY
FLATBUSH
Areas Added

Fig. 9: POVERTY AREA WITH BOUNDARIES REVISED TO INCLUDE NEW AND ADDED AREAS

> Council Against Poverty but who elect to attend schools outside the poverty areas under an officially sponsored program of integration will be eligible for Title I services.
>
> "D. 1. Pupils in school attendance areas outside the designated areas will be eligible for ESEA Title I services if:
>
> (a) The median retardation in reading is:
>
> (1) One year or more in grade 5 of elementary school.
>
> (2) Two years or more in grade 8 of intermediate or junior high school
>
> (3) Two years or more in the entering class of high school;
>
> AND,
>
> (b) thirty per cent or more of the pupils in the school are eligible for lunch.
>
> 2. Pupils attending nonpublic schools located in the school attendance areas of public schools designated in accordance with D1, above, will be eligible under the same conditions as those indicated in D1(a) and D1(b)."[7]

Thus, in 1967-68, those schools in poverty areas, or with 50 per cent of the children coming from poverty areas, were eligible to receive title I support. Note that the mere fact of eligiblity for service does not necessarily entitle a school and its pupils to such service; according to the Summary, "such factors as availability of funds and extent of educational deprivation or handicap must also be taken into account."[8]

These criteria for eligibility also make allowances so as to include "pockets of poverty" outside official CAP poverty areas. The determination is based on data from the school indicating that children are retarded in reading[9] and that the percentage of children eligible for free lunch is as great in that school as in the city as a whole.[10]

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[7] OSFAP, Summary, op. cit. p. 2.

[8] Summary, op. cit. p. 3.

[9] The fifth and eighth grade reading scores are used for convenience.

[10] A citywide survey indicated that about 30 per cent of the New York City School population is eligible for free lunch.

Proposed (1968-69) criteria for title I eligibility. On October 26, 1967 the Assistant Superintendent in charge of OSFAP proposed a revised set of criteria for eligibility for ESEA title I funds for 1968-69.[11] The reason for the revision is contained in the following quotation from a letter included in the revised Proposal from the Director of title I for the U. S. Office of Education: "The criteria for...eligible schools I believe are still too loose and too inclusive in terms of the areas to be covered. Specifically item 2A [i.e., schools within official poverty areas] is too permissive by inclusion of all schools within the designated 'poverty areas'...(assuming that such schools have half of their pupils residing in the poverty area). This criterion is simply too broad to meet Title I purposes and I urge that the City move as rapidly as possible toward the designation of eligible schools as being those which have 30 per cent or more of their pupils eligible for free school lunches. This latter criterion I understand would fit the ESEA requirement of identifying schools with higher than average concentrations of poor children."[12]

Thus, for 1968-69 it has been proposed that "pupils attending schools, both public and nonpublic, located in poverty areas designated by the Council Against Poverty will be considered eligible for ESEA Title I services if: (1) 50 per cent or more of the pupils in these schools reside within the designated poverty areas; and (2) 30 per cent or more of the pupils in these schools are eligible for free lunch."[13] In addition, pupils attending schools outside poverty areas (see B2 above) will be considered eligible for title I services if they meet both the residency requirement (see B1 above), and the additional requirement that at least 30 per cent of the pupils in the school are eligible for free lunch.

The criteria proposed for 1968-69 are the same as those existing for 1967-68 except that schools within or just outside the poverty area must meet the criterion that already exists for pupils outside the officially designated poverty areas (i.e., 30 per cent of the pupils are eligible for free lunch; see D1(a) and D1(b) above). According to the Assistant Superintendent in charge of OSFAP, "the reason for this change [i.e., the additional criterion] is that there are 'pockets of affluence' within the poverty areas, and it hardly seems to be the intent of the law to service children in such schools."[14]

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[11] Office of State and Federally Assisted Programs, New York City Board of Education, Proposed Criteria for ESEA Title I Eligibility For 1968-69, October 26, 1967 (mimeo).

[12] Ibid.

[13] Ibid.

The nonpublic schools have refused to accept the free lunch eligibility requirement for 1968-69.[15] They say that they cannot accept the free lunch program (in some instances, because of religious dietary laws), and they are also reluctant to ask parents questions about income. The Board of Education is currently attempting to develop an academic equivalence of poverty. The tentative plan is to use the State Minimum Competency formula; if a school has a greater percentage of pupils performing below the minimum competency level, (greater than the citywide average), and if it meets the geographic criteria, it will be eligible for title I services. (It should be noted that 23 per cent of the pupils in New York State fall below minimum competency on statewide examinations in reading and arithmetic.)

Certifying or verifying data. In general, once the attendance areas with high concentrations of children from low-income families are identified, schools and children in or from those areas are eligible for title I services. In the past it has been the practice of the Board of Education to assume that a school physically located within a poverty area is composed of a majority of children residing in the area, and on the basis of this assumption, starting at the beginning of each school year, these public and nonpublic schools received services under title I. However, for 1967-68 such services were not to be continued unless the school filed the necessary data for inclusion; September 30, 1967 was the cutoff date for filing verifying data.[16]

Each school -- public and nonpublic -- located within a poverty area, close to a poverty area, or in a "pocket of poverty" must submit data verifying its eligibility. Through 1967-68 no distinction was made between public schools and nonpublic schools in terms of eligibility, but (as described above) changes are anticipated for 1968-69; nonpublic schools may be permitted to use an academic equivalency formula in lieu of the free lunch eligibility requirement.

The data submitted by each school includes the grade span; the register of the school, including the number of prekindergarten pupils; and the number of pupils from low-income families based on free lunch eligibility. These certifying data are included in the LEA's application for Federal assistance, and are also used in assigning title I projects to the schools.

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[14] Personal communication, staff of OSFAP.

[15] Ibid.

[16] A cutoff date will also be established for 1968-69.

Part I-- Basic Data, OE Form 4304. Part I of the Basic Data Form submitted by the Board of Education summarizes detailed information about the school district as a whole, and about the individual schools qualifying for title I support. This form, submitted only once for each fiscal year, contains seven parts: (1) average per pupil expenditure, (2) number of public schools operated by the Board of Education, (3) number of children residing in the city, (4) concentration of children from low-income families, (5) source of data used in determining low-income families (e.g., Census, AFDC, free lunch, and health, housing, or employment statistics), (6) eligible attendance areas, and (7) characteristics denoting the educationally deprived children.

The Basic Data, Part I, for 1965-66 was not available. Data for the school year 1966-67 (FY 1967) and 1967-68 (FY 1968) are available for study. Table 8 below summarizes some of the basic data submitted to the State Education Department and the U. S. Office of Education. As noted, eligibility of students for free lunch has been used as a correlate of low-income.

TABLE 8

SUMMARY OF BASIC DATA: NEW YORK CITY'S APPLICATION FOR FEDERAL ASSISTANCE, FY 1967 AND FY 1968

Basic Data Form, OE 4304: (Section 2, 3, and 4)	School Year 1966-67	1967-68
N public schools operated by LEA	887	904
N children enrolled in public schools	1,113,540	1,109,664
N children enrolled in nonpublic schools	364,634	443,489
N children not enrolled in any school	129,378	81,897
Total children in New York City	1,607,552	1,625,000

Note: Similar data for 1965-66 was not available

Section six of the Form OE 4304 summarizes public and nonpublic schools in and outside of the poverty areas. This section is based on the verifying data submitted by the school; a summary of the data for these individual schools is appended to the form.

Tables 9 and 10 on the following pages present the summary data for public and nonpublic schools respectively, as reported in Form OE 4304. These data have been retabulated for this study, and are reported below. In 1966-67, 887 public schools were identified in New York City; of these, 401 (45.2 per cent) were in poverty areas and 486 were not in poverty areas. Two hundred and twenty-one nonpublic schools submitted certifying data in 1966-67; 165 (74.7 per cent) of these were located in poverty areas and 56 were not in poverty areas (see Table 10).

In 1967-68, 463 (51.4 per cent) of the public schools were in poverty areas, and 441 were outside the poverty areas (Table 9). Almost 50 per cent of all the pupils in K to 12 in poverty area schools were from low-income families. Of the 184 eligible nonpublic schools, 178 (96.7 per cent) were in poverty areas and six were out of poverty areas (Table 10).

Theoretically,only schools in poverty areas, or which meet the eligibility requirements, are entitled to participate in a title I program. However, an informal survey conducted by the OSFAP for the 1966-67 year found that of the 401 public schools in poverty areas, only 378 (94.3 per cent) participated in a title I project, while 348 (71.6 per cent) of the 486 public school outside the poverty area participated in one or more title I projects.[17] This survey, which found that many participating schools did not meet even the minimal requirements for eligibility, led to the establishment of the criteria for 1967-68, whose basic objective was a more selective screening and assignment of title I funds.

PARTICIPATION OF SCHOOLS IN PROJECTS FUNDED BY GRANTS FROM ESEA TITLE I

This section will re-examine the relationship between schools located in poverty areas -- the eligible schools -- or out of poverty areas, and participation in title I activities, based on data from Form 4304 and from the individual project applications. The assignment of projects to schools from 1965 to 1968 will also be presented.

As noted, part I of the Basic Data Form contains information about the geographic location of individual schools and the percentage of low-income children in each school. The data on the location of schools in relation to poverty areas were obtained from this form which

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[17] Personal communication, Staff of OSFAP.

TABLE 9

TOTAL PUBLIC SCHOOLS, BY BOROUGH, IN AND OUTSIDE OF POVERTY AREAS (FROM OE FORM 4304)

Borough	1966-1967			1967-1968		
	N Schools	Total Register	Per Cent Low-Income Pupils	N Schools	Total Register[a]	Per Cent Low-Income Pupils
Manhattan:						
In Poverty Area	119	129,468	52	116	125,939	55
Out of Poverty Area	40	47,809	25	31	44,011	17
Bronx:						
In Poverty Area	79	119,195	44	79	123,264	48
Out of Poverty Area	80	108,807	20	73	100,497	18
Brooklyn:						
In Poverty Area	153	204,936	45	176	226,407	48
Out of Poverty Area	150	206,204	15	122	178,237	9
Queens:						
In Poverty Area	35	41,727	22	33	34,850	36
Out of Poverty Area	186	217,697	26	180	217,637	8
Richmond:						
In Poverty Area	15	12,634	18	9	9,159	35
Out of Poverty Area	30	25,063	11	35	33,107	7
Citywide:						
In Poverty Area	401	507,960	44	413[b]	519,619[c]	49
Out of Poverty Area	486	605,580	21	441	573,489	11

[a] Excludes pre-K because per cent low-income is based on pupils who are eligible for lunch service.

[b] 413 public schools, plus 50 other special public schools = 463 schools.

[c] 519,619 + register of 50 special schools = 526,425 pupils.

TABLE 10

NONPUBLIC SCHOOLS IN AND OUTSIDE OF POVERTY AREAS ELIGIBLE FOR TITLE I (FROM OE FORM 4304)

Location	1966-1967			1967-1968		
	N Schools	Total Register	Per Cent Low-Income	N Schools	Total Register	Per Cent Low-Income
In Poverty Areas	165	86,332	42	178	88,195	42[a]
Out of Poverty Areas	56	17,701	33	6	3,297	39
Total Eligible	221	104,033	41 %	184	91,492	--[a] %

[a] Low-income data available for only 161 of the 178 nonpublic schools in the poverty areas.

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was available for 1966-67 and 1967-68. Part II, the individual project applications sent to the State Education Department, have appended a list of schools selected to receive staff, services, and/or supplies and equipment under the particular title I project.[18] The data which follow are based on a compilation of the schools listed each year in each individual project application. In Appendix C, data on poverty area location, and selection to participate in a project, are presented for each public school in New York City, and selected nonpublic schools, arranged by district.

Again, it should be reiterated that selection to participate does not guarantee participation in a project. Actual participation of a school may have been prevented by a shortage in personnel, as a result of budgetary revisions, or because of school failed to submit the required verification data. (The last reason generally applies more often in the nonpublic schools, since the necessary data for certification of public schools are normally available to the Board of Education.)

Eligibility, Location of Schools, and Participation in Title I

For 1965-66 no information on the location of individual schools in or out of poverty areas was available, nor were data available on the low-income (free lunch) factor. However, as indicated in Chapter II, special service schools tended to receive title I services.

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[18] As in Chapter II, the information in this chapter is based on the project application approved by the state; modifications in schools resulting from subsequent revisions in the project are not included.

Location of schools, vis-a-vis the poverty areas, was available for the years 1966-67 and 1967-68.[19] In addition, for public elementary, junior high, and intermediate schools, a "special service" designation was obtainable.[20] (Neither public high schools nor the nonpublic schools are so designated.) These special service (SS) schools are noted in the tables in Appendix C.

The relationship between location relative to the poverty area, and selection for participation in title I activities is explored below. Table 11 presents this data for the public schools, and is comparable to the data summarized in Table 9. Table 11.1 presents this information for public elementary schools, Table 11.2 for public junior high and intermediate schools, and Table 11.3 for public high schools. The corresponding data for nonpublic schools appear in Table 12.

These summary tables do not present data concerning the number of title I projects in which a given school participated. For example, a school located in a poverty area in 1966-67 may have been selected for as many as 12 projects; that school would be tallied only once.

These tables summarize the tables in Appendix C which list, within district, the following data: school name or number, grade span, special service designation (when available), location in or out of a poverty area for 1966-67 and 1967-68, and title I project and year in which a particular school was selected to participate therein. An explanatory key preceeds the set of tables for public elementary schools, public JHS and HS, nonpublic schools, and schools for children with special needs.

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[19] For all intents and purposes, location of schools in or out of poverty areas has been equivalent to eligibility. That is, in the past, almost all of the schools in designated poverty areas met the criterion of free lunch, and conversely (with minor exceptions), schools out of the poverty area did not meet this criterion. The OSFAP examines individually the few exceptions, and decides the particular school's eligibility on the basis of the criteria described.

[20] The special service (SS) designations (see Chapter III) used in the Appendix were based on figures compiled by the Elementary Division, the Junior High School Division, and the reports published annually by the School Planning and Research Division of the Board of Education.

All public schools combined. Table 11 summarizes, for public elementary, junior high and intermediate, and high schools combined, the number and percentage of schools in or out of poverty areas, 1965 to 1968. In addition, location of schools relative to poverty areas, and selection to participate in a title I project are included. This table is comparable to the data submitted by the Board of Education for 1966-67 and 1967-68 and summarized in Table 9.

In 1965-66 there was a total of 875 public schools (excluding the schools for children with special needs -- the "600," "400," and other special schools), of which 696 (79.5 per cent) were selected to participate in title I.

In 1966-67 a total of 872 public schools were tabulated, as compared with the total of 887 reported in Table 9; of these 872 schools, 352 (40.4 per cent) were in poverty areas, while for 64 schools, (7.3 per cent) no poverty area information was available.

Of the 860 schools tabulated for 1967-68 (compared to a total of 854 reported in Table 9), 406, constituting 47.2 per cent, were in poverty areas; no information was available for 18 (2.1 per cent) of the schools.

Of the 352 schools in poverty areas in 1966-67, 339 (96.3 per cent) were selected to participate in the title I program; 325 (71.3 per cent) of the 456 schools located out of poverty areas were also designated for the program. Forty-four (68.8 per cent) of the 64 schools for which poverty area information was not available participated in a title I project. In summary, 708 of the 872 schools tabulated for 1966-67 were to participate in title I. This represents 81.2 per cent of the total.

In 1967-68, 382 (94.1 per cent) of the 406 schools in poverty areas were designated as title I schools. Of the 436 schools not in poverty areas, 164 (37.6 per cent) were designated for a project. Ten of the 18 schools (55.6 per cent) for which location information was not available were selected for title I. Therefore, of the 860 schools tabulated in 1967-68, 556 (64.7 per cent) were designated as title I schools. This is a considerably smaller total number and proportion that was to participate in either of the prior years.

TABLE 11

SUMMARY OF THE TOTAL NUMBER OF PUBLIC SCHOOLS, IN AND OUT OF POVERTY AREAS, PARTICIPATING IN TITLE I PROJECTS, 1965-1968

PUBLIC SCHOOL LEVEL	1965-1966		1966-1967						1967-1968					
			IN POVERTY		NOT IN POVERTY		POVERTY NA		IN POVERTY		NOT IN POVERTY		POVERTY NA	
	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM
Elementary	480	153	246	10	217	111	37	11	283	15	80	228	10	4
JHS & IS	129	22	61	1	62	14	5	6	73	8	35	30	0	3
High School	87	4	32	2	46	6	2	3	26	1	49	14	0	1
Total	696	179	339	13	325	131	44	20	382	24	164	272	10	8

Public elementary schools. Table 11.1 on page 140, summarizes the relationship between location of a school in or out of an officially designated poverty area and its selection to participate in one or more title I projects. The lists of schools were obtained from the School Planning and Research Division and from the Bureau of Educational Program Research and Statistics of the Board of Education; these lists include public elementary schools in existence during the period October 31, 1965, to October 31, 1967.[21] All regular day schools in New York City are listed; if a school was opened (or discontinued) during the three-year period under investigation, it was included, and the relevant change in status noted. (See Tables C1 to C60, Appendix C.) Special schools for emotionally disturbed, institutionalized, or hospitalized children are included in the Appendix (Tables C91 to C94).

As can be seen in Table 11.1, 480 or approximately 76 per cent, of the 633 public elementary schools were to participate in title I activities during the first (1965-66) school year. While almost all of the Bronx and Manhattan schools were selected, less than half of the Queens schools were selected to participate.

In 1966-67, there were a total 632 schools, of which 40.5 per cent (256) were located in poverty areas, and 51.8 per cent (328) were not in poverty areas. No information on location was available for 48 schools. About 96 per cent (246) of the 256 schools in poverty areas were selected to participate in at least one title I project; 66.1 per cent of the 328 schools out of poverty area were also designated as participants in one or more projects. In all, 79.1 per cent (or 500) of the total number of schools listed were to participate in a 1966-67 title I project.

In 1967-68, only 373 (60.1 per cent of the total number of schools listed as being in existence that year) were selected to participate, considerably fewer schools than were selected in either of the two previous years. During this year, 298 (48.0 per cent) of the schools were located in poverty areas; of these 298 schools, 283 or 94.9 per cent were selected to participate. In that year 308 schools, 50 per cent of the total number, were located out of the officially designated areas of poverty; only about 26 per cent of these schools were chosen as project participants.

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[21] Paired schools and annexes are treated separately in those instances where each school received its own assignment of personnel or services.

TABLE 11.1

SUMMARY, BY DISTRICT, OF THE NUMBER OF PUBLIC ELEMENTARY SCHOOLS IN AND OUT OF POVERTY AREAS PARTICIPATING IN TITLE I PROJECTS, 1965 - 1968

DISTRICT	1965-1966		1966-1967						1967-1968					
			IN POVERTY		NOT IN POVERTY		POVERTY NA		IN POVERTY		NOT IN POVERTY		POVERTY NA	
	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM
M 1	14	0	13	0	1	0	0	0	13	0	1	0	0	0
2	15	1	9	0	5	0	2	0	9	0	2	4	0	1
3	13	4	10	0	3	1	2	1	13	0	0	2	0	0
4	18	1	18	1	0	0	0	0	17	1	0	0	1	0
5	17	0	15	0	2	0	0	0	17	0	0	0	0	0
6	20	0	14	0	5	0	0	0	14	0	2	3	0	0
X 7	16	0	16	0	0	0	1	0	18	0	0	0	0	0
8	14	3	8	0	5	4	0	0	9	0	2	6	0	0
9	20	0	11	0	9	0	0	0	12	1	2	5	0	0
10	18	1	2	0	14	0	2	1	2	0	4	13	0	0
11	17	3	2	0	13	2	2	0	0	0	8	10	0	0
12	16	0	14	0	1	0	1	0	14	0	0	1	1	0
K 13	18	1	18	0	1	0	0	0	15	0	0	0	4	0
14	19	1	16	0	3	0	1	0	19	0	0	1	0	0
15	19	1	12	1	8	0	0	0	13	1	1	2	2	1
16	21	2	17	0	4	0	2	0	22	1	0	0	0	0
17	19	2	11	0	7	0	3	0	17	0	0	3	0	0
18	17	5	4	0	12	6	0	0	10	0	5	7	0	0
19	18	6	8	1	1	1	11	2	19	3	0	1	1	0
20	22	2	0	0	22	2	0	0	1	0	7	16	0	0
21	17	7	6	0	10	7	0	1	5	0	4	15	0	0
22	16	7	0	0	16	7	0	0	0	0	7	15	0	0
Q 23	13	11	1	0	15	7	0	0	5	0	4	11	0	0
24	13	7	2	0	11	5	1	1	1	0	5	12	1	0
25	2	21	0	0	4	19	0	0	0	0	4	19	0	0
26	17	7	0	0	17	7	0	0	0	0	7	17	0	0
27	16	12	7	1	8	11	0	1	4	2	8	13	0	0
28	11	11	7	0	4	12	0	0	5	1	2	14	0	0
29	18	5	0	0	12	2	6	3	4	3	4	12	0	0
R 30	6	32	5	6	4	18	3	1	5	2	1	26	0	2
TOTAL M	97	6	79	1	16	1	4	1	83	1	5	9	1	1
TOTAL X	101	7	53	0	42	6	6	1	55	1	16	35	1	0
TOTAL K	186	34	92	2	84	23	17	3	121	5	24	60	7	1
TOTAL Q	90	74	17	1	71	63	7	5	19	6	34	98	1	0
CITYWIDE	480	153	246	10	217	111	37	11	283	15	80	228	10	4

It is apparent that the decrease from 1966-67 to 1967-68 in the total number of schools designated as participants was in the number of schools out of the poverty areas.

It is quite likely that a large proportion of the 80 schools in this category -- not in areas of poverty, but in title I in 1967-68 -- participated in the Open Enrollment program as "receiving" schools.

Public junior high and intermediate schools. Data concerning location in or out of poverty areas are available for 1966-67 and 1967-68 for the public junior high and intermediate schools; data concerning individual school participation in title I activities are also available, and has been tabulated for each school, by district, in Tables C31 through C60, Appendix C. In addition to this information, junior high and intermediate schools are designated as special service; these data have been compiled for the three years of title I.

Table 11.2 compares the relationship between location in or out of the poverty areas and participation in any title I project for the year being considered. The data are summarized by school district, by borough, and for the total city. The trend has been toward fewer schools participating each year. Moreover, a smaller proportion of schools outside of poverty areas have participated. Again, it should be noted that most of the schools out of poverty areas that have participated in the title I program have been schools receiving open enrollment pupils.

In 1965-66, 129 (85.4 per cent) of the total 151 junior high schools were selected to participate in one or more title I projects; in 1966-67, 128 junior high schools (85.9 per cent) of the total of 149 were selected; and in 1967-68, 108 (72.5 per cent) of 149 schools were designated. In 1966-67, 62 schools (41.6 per cent) were located in poverty areas; 61 (98.4 per cent) of these were to participate in title I. During that year, 62 (81.6 per cent) of the 76 schools not in poverty areas were also to participate. Five of the 11 schools for which poverty area data is missing were also listed in the applications as schools selected to participate in a project.

As noted, fewer junior high schools participated in 1967-68, although there were more schools in poverty areas than in previous years. Of the 81 junior high schools in poverty areas in 1967-68, 73

TABLE 11.2

SUMMARY, BY DISTRICT, OF NUMBER OF JUNIOR HIGH SCHOOLS AND INTERMEDIATE SCHOOLS IN AND OUT OF POVERTY AREAS PARTICIPATING IN TITLE I PROJECTS, 1965 - 1968

DISTRICT	1965-1966		1966-1967						1967-1968					
			IN POVERTY		NOT IN POVERTY		POVERTY NA		IN POVERTY		NOT IN POVERTY		POVERTY NA	
	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM
M 1	4	0	3	0	1	0	0	0	3	0	1	0	0	0
2	3	1	2	0	1	1	0	0	2	0	0	1	0	1
3	5	0	4	0	0	0	0	0	4	0	0	0	0	0
4	5	0	5	0	0	0	0	0	5	0	0	0	0	0
5	4	0	3	0	1	0	0	0	4	0	0	0	0	0
6	5	0	3	0	2	0	0	0	3	0	0	2	0	0
X 7	3	1	3	0	0	0	0	1	4	0	0	0	0	0
8	6	0	3	0	3	0	0	0	4	0	1	1	0	0
9	5	0	2	0	3	0	0	0	3	0	2	0	0	0
10	7	0	2	0	5	0	0	0	3	0	3	1	0	0
11	4	0	1	0	3	0	0	0	0	0	1	3	0	0
12	4	0	3	0	0	0	1	0	4	0	0	0	0	0
K 13	4	0	4	0	0	0	0	0	4	0	0	0	0	0
14	5	0	5	0	0	0	0	0	5	0	0	0	0	0
15	5	0	3	0	2	0	0	0	5	0	0	0	0	0
16	4	0	3	0	1	0	0	0	4	0	0	0	0	0
17	6	0	4	0	2	0	0	0	5	0	0	1	0	0
18	6	0	0	0	6	0	0	0	0	2	3	1	0	0
19	6	1	4	0	0	0	2	1	5	2	0	0	0	0
20	5	1	0	0	5	1	0	0	0	0	6	0	0	0
21	3	2	1	0	2	1	0	1	1	0	2	1	0	1
22	3	3	0	0	3	3	0	0	0	0	4	2	0	0
Q 23	5	0	0	0	5	0	0	0	1	1	1	2	0	0
24	4	2	0	0	4	1	0	0	0	0	4	1	0	0
25	3	2	0	0	2	3	0	0	0	0	1	4	0	0
26	4	1	0	0	4	1	0	0	0	0	3	2	0	0
27	2	2	1	0	1	1	1	0	1	0	0	2	0	1
28	4	2	2	0	2	1	0	1	3	0	2	1	0	0
29	4	0	0	0	3	0	1	0	0	1	1	2	0	0
R 30	1	4	0	1	1	1	0	2	0	2	0	3	0	0
TOTAL M	26	1	20	0	5	1	0	0	21	0	1	3	0	1
TOTAL X	29	1	14	0	14	0	1	1	18	0	7	5	0	0
TOTAL K	47	7	24	0	21	5	2	2	29	4	15	5	0	1
TOTAL Q	26	9	3	0	21	7	2	1	5	2	12	14	0	1
CITYWIDE	129	22	61	1	62	14	5	6	73	8	35	30	0	3

(90.1 per cent) were selected to participate -- about 7 per cent fewer than in the previous year. Thirty-five (53.8 per cent) of the 65 junior high schools not in poverty areas were chosen to participate in title I programs, many in the Open Enrollment "receiving" school program. (For three schools no information on poverty-area location was available; none of these was listed as participants in projects under title I.)

Public high schools. The information in Table 11.3 on page 144, is based on the Tables C31 to C60 in Appendix C; as indicated, these tables present data on participation in title I activities for 1965-66 to 1967-68 by school within district, as well as the available information on location within poverty areas.

Including certain HS annexes[23] (which were to receive separate additional staff or services under title I), there are 91 high schools in New York City. In the first year, 87 (95.6 per cent) of the high schools were designated as schools selected to participate in a title I project (in the project applications). In 1966-67, 80 high schools (82.9 per cent of the total number) were selected to participate, and in 1967-68 only 75 high schools (82.4 per cent) were to be included. Here again, the trend was toward inclusion of fewer schools each year, perhaps indicating increased concentration in more needy schools.

In 1966-67, 32 (94.1 per cent) of the 34 schools in poverty areas were to participate in title I projects, while in 1967-68, 26 (96.3 per cent) of the 27 schools in the poverty areas that year were to be participants. Outside of poverty areas, 46, or 88.4 per cent, of the 52 schools so designated were to participate during 1966-67, as compared with 49 (77.8 per cent) of the 63 schools outside poverty areas in 1967-68. Although the trend here is similar to that noted above, the proportion of these schools is still quite large. However, this may be due to introduction in 1967-68 of the Open Enrollment program into the high schools, which resulted in additional designations of schools outside the poverty area.

Nonpublic schools. Table 12 on page 145, summarizes similar data for the nonpublic schools. As indicated above, the nonpublic schools will not be summarized by school (*i.e.*, grade) level; they are not differentiated this way in the project applications, nor in

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[23] Where both a school and its annex, or both of two paired schools, were listed in the project description to receive title I staff or services, they were tabulated and counted twice. When listed as a single school, they were tabulated and counted as one school.

TABLE 11.3

SUMMARY, BY DISTRICT, OF THE NUMBER OF PUBLIC HIGH SCHOOLS IN AND OUT OF POVERTY AREAS PARTICIPATING IN TITLE I PROJECTS, 1965 - 1968

DISTRICT	1965-1966		1966-1967						1967-1968					
			IN POVERTY		NOT IN POVERTY		POVERTY NA		IN POVERTY		NOT IN POVERTY		POVERTY NA	
	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM	IN PROGRAM	NOT IN PROGRAM
M 1	3	0	1	0	2	0	0	0	1	0	1	1	0	0
2	6	0	2	0	4	0	0	0	1	0	4	1	0	0
3	7	0	5	0	2	0	0	0	4	0	2	1	0	0
4	2	0	1	0	0	0	0	0	1	0	1	0	0	0
5	2*	0	1	0	0	0	0	1	1	0	0	0	0	1
6	2	0	0	0	2	0	0	0	0	1	1	0	0	0
X 7	2	0	2	0	0	0	0	0	0	0	2	0	0	0
8	1	0	1	0	0	0	0	0	1	0	0	0	0	0
9	1	0	0	0	1	0	0	0	0	0	1	0	0	0
10	5	0	1	0	4	0	0	0	1	0	3	1	0	0
11	2	0	0	0	2	0	0	0	0	0	2	0	0	0
12	2	0	2	0	0	0	0	0	2	0	0	0	0	0
K 13	3	0	2	1	0	0	0	0	2	0	1	0	0	0
14	3	0	3	0	0	0	0	0	3	0	0	0	0	0
15	2	0	2	0	0	0	0	0	2	0	0	0	0	0
16	1	0	1	0	0	0	0	0	1	0	0	0	0	0
17	4	0	3	0	1	0	0	0	3	0	1	0	0	0
18	3	0	0	0	3	0	0	0	0	0	3	0	0	0
19	4	0	3	0	1	0	0	0	2	0	2	0	0	0
20	3	0	0	0	3	0	0	0	0	0	3	0	0	0
21	4	0	0	1	3	0	0	0	0	0	3	1	0	0
22	3	0	0	0	3	0	0	0	0	0	3	0	0	0
Q 23	4	0	1	0	3	0	0	0	0	0	2	2	0	0
24	2	0	0	0	2	0	0	0	0	0	2	0	0	0
25	1	1	0	0	1	1	0	0	0	0	2	0	0	0
26	2	2	0	0	2	1	0	1	0	0	3	1	0	0
27	3	0	0	0	2	0	0	1	0	0	3	0	0	0
28	2	1	0	0	1	1	1	0	0	1	2	1	0	0
29	4	0	0	0	3	0	1	0	1	0	1	2	0	0
R 30	5	0	1	0	1	3	0	0	0	0	2	3	0	0
TOTAL M	21	0	10	0	10	0	0	1	8	1	8	3	0	1
TOTAL X	13	0	6	0	7	1	0	0	4	0	8	1	0	0
TOTAL K	30	0	14	2	14	0	0	0	13	0	16	1	0	0
TOTAL Q	18	4	1	0	14	3	2	2	1	0	15	6	0	0
CITYWIDE	87	4	32	2	46	6	2	3	26	1	49	14	0	1

*Includes one annex.

TABLE 12

SUMMARY, BY DISTRICT, OF NUMBER OF NONPUBLIC SCHOOLS IN POVERTY AREAS PARTICIPATING IN TITLE I PROJECTS, 1965 - 1968

DISTRICT	1965-1966	1966-1967			1967-1968		
	IN PROGRAM	IN POVERTY IN PROGRAM	NOT IN POVERTY IN PROGRAM	POVERTY NA IN PROGRAM	IN POVERTY IN PROGRAM	NOT IN POVERTY IN PROGRAM	POVERTY NA IN PROGRAM
M 1	8	9	1	0	10	0	0
2	5	3	3	1	3	2	0
3	21	12	9	0	15	1	0
4	9	9	0	0	8	0	1
5	8	8	3	0	11	1	0
6	7	10	2	0	10	0	0
X 7	11	11	0	0	10	0	0
8	1	1	1	0	1	0	0
9	5	5	0	0	3	0	0
10	1	3	0	0	3	0	0
11	2	1	1	0	0	0	1
12	4	4	0	0	3	0	0
K 13	11	13	0	0	13	0	1
14	22	17	2	2	23	0	1
15	12	10	1	0	15	0	0
16	6	7	0	0	8	0	0
17	20	14	2	3	17	0	3
18	3	0	4	0	0	0	0
19	2	5	0	0	7	0	0
20	0	0	0	0	1	0	1
21	5	2	4	1	2	0	2
22	1	0	1	0	0	0	0
Q 23	4	1	5	0	4	0	0
24	2	1	2	0	1	0	0
25	0	0	1	0	0	0	0
26	0	0	0	0	0	0	0
27	1	5	0	1	1	0	0
28	3	3	0	0	4	0	0
29	1	0	3	0	1	1	0
R 30	9	5	5	0	4	0	1
TOTAL M	58	51	18	1	57	4	1
TOTAL X	24	25	2	0	20	0	1
TOTAL K	82	68	14	6	86	0	8
TOTAL Q	11	10	11	1	11	1	0
CITYWIDE	184	159	50	8	178	5	11

the assignment of services. Where available, the grade levels of the individual schools were included in the district tables in Appendix C.

Tables C61 to C90 in Appendix C summarize, by public school districts, the individual nonpublic schools selected to receive title I staff or services; the lists include only those schools under investigation, and do not include the total number of the nonpublic schools in New York City. The schools that are included were compiled from those schools listed in the project applications for each year.

In 1965-66, 184 nonpublic schools were to participate in title I projects. In 1966-67, 217, and in 1967-68, 194 nonpublic schools were selected as participants.

Of the 217 nonpublic schools designated to participate in title I activities in 1966-67, 159 (73.3 per cent) were in poverty areas; no report of location was available for eight schools selected to participate in a title I project that year.

In 1967-68, 194 nonpublic schools, fewer than in the previous year, were to participate. Of these,178 (91.8 per cent) were in designated poverty areas; no information was available for 11 other schools designated as participants in the 1967-68 title I program.

Location of Projects by Schools

A list of all public schools in New York and of the selected nonpublic schools was compiled for 1965-66 to 1967-68. All schools were listed within respective district. There is a separate set of tables for public schools for school districts 1 to 30 (Appendix C, Tables C1 to C60), a set for the special schools and institutional schools (Tables C91 to C94), and a set of tables for the nonpublic schools (Appendix C, Tables C61 to C90). Preceding each set of tables is an explanatory key.

This section contains information, based on the individual project application, on the assignment of projects to schools. In addition to presenting the total number of schools designated as participating in a project each year, data on the number of these schools selected to participate through the operational period of the particular project is also included. That is, not only are the schools to participate each year of a two-year project tabulated separately for each year, but in addition, a count was made of the number of the same schools selected to participate both years.

Public elementary schools. Table 13.1 on the following pages summarizes, by district and borough, the number of public elementary schools selected to participate in each title I program each year. (Comparable data for the individual schools are appended.) The list of schools in existence during this three-year period was obtained from the bureau of Educational Program Research and Statistics and from the School Planning and Research Division of the Board of Education.

For an explanation of the project titles used in the table, see Chapter III. Not all projects were included; there were projects in which a listed school was to serve as a center; these are not included. In addition, projects such as those concerned with curriculum development do not list schools in the description sent to the State Education Department; these projects, of course, could not be tabulated. It should be noted that several projects were open to children from both public and nonpublic schools; these projects are included on both the tables for public school children and those for nonpublic school children.

Table 13.1 summarizes much of the information described in Chapter III; for example, the reduction in the scope of the title I Open Enrollment project in the elementary schools, the slight increase in the number of schools in the pre-K project, and so on. What is more interesting is the question of continuity of services (within a project) to particular schools. For those projects in operation more than a single year, another column is added to the table, and the number of the same schools selected to participate is presented. For the first two years of the title I OE program, 148 schools were to be involved; in the third year, about half that number were to receive support through the ESEA. However, a total of only 61 schools were to participate for the three-year period. For the first two years of the discontinued Transitional Schools program and the Improved Services program, the identical elementary schools were to receive title I services; compare this with the Improving Instruction project in Special Classes in Regular Schools; in this program, although 19 schools were added in the second year, the project was not recycled in all of the same schools.

Saturation of individual schools with title I projects can be estimated by examining the appropriate tables of public elementary schools in Appendix C; there is one instance where a single school

TABLE 13.1

NUMBER OF PUBLIC ELEMENTARY SCHOOLS, BY DISTRICT, PARTICIPATING IN TITLE I PROJECTS, 1965 TO 1968

Title I Projects, By Year	MANHATTAN Districts						BRONX Districts						BROOKLYN Districts										QUEENS Districts							R	CW Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Open Enrollment																															
1965-1966	1	5	1	0	0	3	0	0	5	14	8	0	1	0	7	1	2	8	1	20	12	16	4	10	0	15	6	3	5	0	148
1966-1967	1	5	1	0	0	3	0	0	5	14	8	0	1	0	7	1	2	8	1	20	11	16	4	11	0	15	6	3	5	0	148
1967-1968	1	2	0	0	0	2	0	1	2	4	8	0	0	0	2	0	0	6	0	7	3	7	4	5	3	7	5	2	4	0	75
Maximum	1	2	0	-	-	2	-	0	2	3	5	-	0	-	2	0	0	6	0	7	3	7	4	4	0	7	3	1	2	-	61
Transitional																															
1965-1966	3	1	5	0	3	4	0	5	4	1	7	2	0	3	1	2	7	0	7	0	0	0	2	2	0	1	6	3	9	1	79
1966-1967	3	1	5	0	3	4	0	5	4	1	7	2	0	3	1	2	7	0	7	0	0	0	2	2	0	1	6	3	9	1	79
Maximum	3	1	5	-	3	4	-	5	4	1	7	2	-	3	1	2	7	-	7	-	-	-	2	2	-	1	6	3	9	1	79
Improved Services																															
1965-1966	10	7	8	16	13	10	14	7	10	3	1	13	13	14	11	17	8	6	7	2	4	0	2	0	0	0	2	4	3	1	206
1966-1967	10	7	8	16	13	10	14	7	10	3	1	13	13	14	11	17	8	6	7	2	4	0	2	0	0	0	2	4	3	1	206
Maximum	10	7	8	16	13	10	14	7	10	3	1	13	13	14	11	17	8	6	7	2	4	-	2	-	-	-	2	4	3	1	206
Supportive Serv.																															
1965-1966	1	0	0	0	0	1	0	4	2	0	3	1	2	1	1	0	2	0	1	0	2	1	1	0	1	1	2	2	0	1	30
1966-1967	1	2	1	5	1	3	0	4	1	1	4	1	2	1	2	0	3	0	1	0	2	1	3	1	1	1	2	2	2	1	49
Maximum	0	0	0	0	0	1	-	4	1	0	3	1	2	0	1	-	1	-	1	-	2	1	1	0	1	1	2	2	0	1	26
MES																															
1965-1966	0	2	1	1	0	1	0	0	1	0	1	1	1	0	0	1	1	2	0	0	1	0	0	0	0	0	1	1	1	2	19
1966-1967	0	2	1	0	0	1	0	0	1	0	0	1	1	0	0	0	1	2	0	0	1	0	0	0	0	0	1	1	1	2	16
1967-1968	0	2	1	2	0	1	1	0	1	0	0	0	1	0	0	1	1	2	0	0	1	0	0	0	0	0	0	1	0	1	16
Maximum	-	2	1	0	-	1	0	-	1	-	0	0	1	-	-	0	1	2	-	-	1	-	-	-	-	-	0	1	0	1	12
Pre-Kindergarten																															
1965-1966	10	5	9	11	11	8	2	1	5	0	1	1	6	12	5	12	4	4	7	1	1	0	6	1	0	0	3	2	3	1	132
1966-1967	13	6	10	11	15	9	2	5	5	0	3	1	11	16	5	12	3	1	6	1	1	0	4	1	0	0	1	2	2	2	148
1967-1968	13	5	9	13	16	9	2	5	4	0	0	1	12	12	7	14	6	4	7	0	1	0	3	0	0	0	1	4	3	2	153
Maximum	10	4	7	11	11	7	1	1	2	-	1	1	5	9	2	11	2	0	2	0	1	-	1	0	-	-	0	2	2	1	84
K Programs:																															
1965-1966	2	1	1	2	1	1	5	3	4	0	0	4	1	3	1	4	4	2	3	0	2	0	3	0	0	0	0	0	0	0	47
1966-1967	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	42
1967-1968	13	7	11	16	17	12	17	8	11	2	0	13	17	19	12	20	11	7	18	1	3	0	3	1	0	0	3	4	3	2	251
Compen. Services																															
1967-1968	10	5	8	11	8	10	13	8	7	2	0	13	12	13	11	18	15	4	15	1	5	0	3	1	1	0	4	2	2	3	205

TABLE 13.1 CONTINUED

Title I Projects, By Year	MANHATTAN Districts						BRONX Districts						BROOKLYN Districts										QUEENS Districts							R	CW Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Head Start																															
1965-1966	13	10	12	16	17	12	16	8	11	2	2	10	16	19	7	19	12	8	13	0	3	0	4	2	1	0	9	5	6	6	259
1966-1967	11	8	10	16	11	12	17	7	11	3	2	13	17	17	12	20	14	8	17	0	4	0	3	1	0	0	8	6	5	6	259
Maximum	11	8	10	16	11	12	16	7	11	2	1	10	16	16	7	17	11	7	13	-	3	0	3	1	0	-	1	3	3	6	226
Early Childhood (Grades 1 & 2)																															
1967-1968	13	7	10	16	15	12	0	8	8	0	0	12	16	19	12	15	2	0	0	0	0	0	0	0	0	0	0	0	0	0	165
Speech Imprvmt.																															
1965-1966	2	0	1	1	2	1	2	1	0	0	0	1	1	1	1	2	2	0	1	0	0	0	0	0	0	0	0	1	0	0	20
1966-1967	2	0	1	1	2	1	2	1	0	0	0	1	1	1	1	2	2	0	1	0	0	0	0	0	0	0	0	1	0	0	20
Maximum	2	-	1	1	2	1	2	1	-	-	-	1	1	1	1	2	2	-	1	-	-	-	-	-	-	-	-	1	-	-	20
Eng.,2nd Language																															
1967-1968	13	6	7	8	4	2	14	4	4	2	0	8	4	12	6	2	2	0	3	1	0	0	0	1	0	0	0	0	0	0	103
ASSC																															
1965-1967	0	3	0	0	1	1	0	1	2	0	3	0	4	1	2	4	7	2	3	2	1	0	0	0	0	0	4	3	7	1	52
1966-1967	4	5	7	6	6	8	7	2	5	2	0	3	8	12	6	7	4	0	6	0	1	0	4	2	0	0	2	1	3	8	119
Maximum	0	1	0	0	1	1	0	0	2	0	0	0	3	1	0	1	2	0	1	0	1	-	1	0	-	-	1	1	0	1	18
Summer Elemen.																															
1966	0	2	3	5	2	3	2	2	2	1	0	3	4	4	2	3	3	2	2	1	1	0	1	0	0	0	2	2	1	0	53
1967	4	3	5	7	6	5	6	3	4	1	1	5	7	7	4	7	6	3	5	0	2	0	1	0	0	0	2	3	2	2	101
Maximum	0	2	3	5	1	2	2	1	2	1	0	3	4	4	2	3	2	2	2	0	1	-	1	-	-	-	2	1	1	0	47
TV & AV																															
1965-1966	8	6	7	13	12	9	14	9	7	2	0	10	14	16	9	16	8	6	10	1	4	0	0	0	0	0	2	3	1	2	189
TT,Middle Sch.																															
1965-1966	0	3	3	10	5	0	0	6	3	0	0	0	0	6	0	0	2	0	4	0	0	1	3	0	0	0	0	6	6	0	58
Auxiliary Aides																															
1967-1968	13	7	12	17	17	12	17	8	11	2	0	13	18	19	12	21	12	7	18	1	3	0	3	1	0	0	3	4	3	2	256
Library Aides																															
1966-1967	14	15	14	18	17	12	16	9	12	0	3	13	17	20	11	22	11	9	11	1	5	0	6	3	3	0	6	5	7	9	289
Principals																															
1966-1967	1	0	0	0	0	0	0	0	1	0	0	0	2	2	2	2	2	1	2	0	0	0	0	0	0	0	0	1	0	0	16
Evening Guidance																															
1966-1967	6	4	8	6	5	10	7	3	3	2	0	4	7	12	7	6	6	3	6	0	3	0	6	2	1	0	4	2	3	6	132

was selected to participate in 22 different title I projects during the 1965-1968 time period, and several examples of schools selected for 19 different projects. There is also an example of a special service school in a poverty area not selected to participate in any project. From the eligibility criteria alone, there seems to be similarity among schools, some of which were scheduled to participate in more, and more varied, projects than others; from an examination of such things as special service designation and location in or out of a poverty area, it is difficult to determine the bases for the differential assignment of projects to schools.

Public junior high and intermediate schools. Table 13.2 (pages 151, 152) presents the number of junior high and intermediate schools selected to participate in different title I projects for the years 1965 to 1968. This table summarizes the data for the individual junior high and intermediate schools in New York City (Appendix C, Tables C31 to C60).

The assignment of projects to public junior high and intermediate schools seems more consistent, possibly because fewer programs and fewer schools were included. For example, in the Improved Services program there was only one junior high school which was not included in the 1966-67 recycling. In the After School Study Center program, 44 of the original 47 schools were recycled; the same sort of pattern obtains in the Middle Schools program and the program to improve Instruction in Special Classes in Regular Schools.

Public high schools. Table 13.3 on page 153 summarizes comparable data for the public academic and vocational high schools in New York City participating in title I projects 1965-66 to 1967-68. The College Discovery and Development Program (CDDP) was recycled in the same five schools, although (based on the project application) a sixth school was to be added to the project in 1966-1967. The only other project to be recycled under title I was the Comprehensive High School program; all of the same schools were to receive title I services in the second year the program was in operation.

There were ten different programs for high schools in the three-year period, and there were several instances where individual schools were to participate in as many as seven projects; there were other instances where a high school participated in only two. In a few cases, high schools in poverty areas did not take part in any title I activity.

Nonpublic schools. Table 14 on pages 155 through 156, presents the data for the nonpublic schools designated participants in the

TABLE 13.2

NUMBER OF PUBLIC JH AND INTERMEDIATE SCHOOLS, BY DISTRICT, PARTICIPATING IN TITLE I PROJECTS, 1965 TO 1968

Title I Projects, By Year	MANHATTAN Districts						BRONX Districts						BROOKLYN Districts										QUEENS Districts							R	CW Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Improved Serv.																															
1965-1966	1	2	4	3	2	1	1	2	0	1	0	3	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	24
1966-1967	1	2	4	3	2	1	1	2	0	1	0	3	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	24
Maximum	1	2	3	3	2	1	1	2	-	1	-	3	2	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	23
ASSCs																															
1965-1966	1	0	0	0	0	1	0	2	4	5	4	0	0	0	0	0	1	2	0	5	2	3	2	3	2	4	2	2	2	0	47
1966-1967	2	0	1	2	1	2	0	3	4	5	4	0	2	1	0	0	1	2	0	5	2	3	3	3	2	3	3	2	2	0	58
Maximum	1	-	0	0	0	1	-	2	4	5	4	-	0	0	-	-	1	2	-	5	1	3	2	2	2	3	2	2	2	-	44
Transitional																															
1965-1966	2	1	0	0	0	0	0	1	1	5	2	1	0	2	4	1	1	4	4	0	1	0	3	1	0	1	1	0	1	0	37
1966-1967	2	1	0	0	0	0	0	1	1	5	2	1	0	2	4	1	1	4	4	0	1	0	3	1	0	1	1	0	1	0	37
Maximum	2	1	-	-	-	-	-	1	1	5	2	1	-	2	4	1	1	4	4	-	1	-	3	1	-	1	1	-	1	-	37
Curric. Devel., Career Guidance																															
1966-1967	3	3	1	2	2	3	0	2	4	1	1	3	3	4	2	2	3	2	2	0	0	1	0	1	0	0	0	2	4	1	52
Open Enrollment																															
1965-1966	1	0	0	0	0	1	0	1	0	1	2	0	0	0	0	0	0	1	0	3	1	2	1	2	2	3	0	2	1	0	24
1966-1967	1	0	0	0	0	1	0	1	0	1	2	0	0	0	0	0	0	1	0	3	1	2	1	2	2	3	0	2	1	0	24
1967-1968	1	0	0	0	0	0	0	0	2	3	1	0	0	0	0	0	0	3	1	6	3	4	1	4	1	3	0	3	1	0	37
Maximum	1	-	-	-	-	0	-	0	0	1	1	-	-	-	-	-	-	1	0	3	0	1	0	2	1	2	-	2	0	-	15
Middle Schools																															
1965-1966	0	0	0	1	2	3	2	1	4	0	0	0	2	2	1	2	4	1	2	2	1	1	1	1	0	0	1	2	2	0	38
1966-1967	0	0	0	2	2	3	2	2	4	0	0	0	2	3	1	2	4	1	2	2	1	1	1	1	0	0	2	2	2	0	42
Maximum	-	-	-	1	2	3	2	1	4	-	-	-	2	2	1	2	4	1	2	2	1	1	1	0	-	-	1	2	2	-	37
Support Services (SM)																															
1965-1966	0	0	0	0	1	0	0	1	2	0	0	0	0	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	10
1966-1967	1	0	0	0	2	3	0	1	2	0	0	0	0	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	15
Maximum	0	-	-	-	1	0	-	1	2	-	-	-	-	2	0	-	1	1	-	-	1	1	-	-	-	-	-	-	-	-	10
Compen. Education																															
1967-1968	3	2	4	5	4	3	4	5	3	3	0	4	4	5	5	4	5	0	5	0	1	0	1	0	0	0	3	2	0	0	75
TT, Middle Sch.																															
1965-1966	0	0	1	2	1	0	0	1	1	0	0	0	0	1	0	0	1	0	1	0	0	0	1	0	0	0	0	1	1	0	12

TABLE 13.2 CONTINUED

Title I Projects, By Year	MANHATTAN Districts						BRONX Districts						BROOKLYN Districts										QUEENS Districts							R	CW Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Summer Schools																															
1966	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	1	7
1967	1	0	0	1	1	0	0	0	1	1	0	0	1	1	0	1	2	0	0	0	0	0	0	0	0	0	0	1	0	0	11
Maximum	1	-	-	0	1	-	-	-	0	0	-	0	0	0	-	0	1	-	-	-	-	-	-	-	0	-	-	0	-	0	3
Speech Imprvmt.																															
1965-1966	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	5
1966-1967	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	5
Maximum	-	-	-	1	-	-	-	-	-	-	-	-	1	1	-	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-	5

TABLE 13.3

NUMBER OF PUBLIC HIGH SCHOOLS, BY DISTRICT, PARTICIPATING IN TITLE I PROJECTS, 1965 TO 1968

Title I Projects, By Year	MANHATTAN Districts						BRONX Districts						BROOKLYN Districts										QUEENS Districts							R	CW Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Comprehensive HS																															
1965-1966	3	6	7	1	1	2	2	1	1	5	2	2	2	3	2	1	4	3	4	3	3	3	4	2	1	2	2	2	4	1	79
1966-1967	3	6	7	1	1	2	2	1	1	5	2	2	2	3	2	1	4	3	4	3	3	3	4	2	1	2	2	2	4	1	79
Maximum	3	6	7	1	1	2	2	1	1	5	2	2	2	3	2	1	4	3	4	3	3	3	4	2	1	2	2	2	4	1	79
College Bound 1967-1968	1	0	2	1	0	1	0	0	1	1	1	2	3	1	1	1	1	2	1	1	0	0	1	1	0	0	0	0	1	0	24
Library Aides 1966-1967	1	0	2	0	1	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	7
Principals 1966-1967	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	4
Athletic Program 1965-1966	1	1	5	1	1	1	2	0	1	3	2	2	2	3	1	1	1	3	3	1	4	2	4	2	1	0	3	1	4	5	61
CDDP																															
1965-1966	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	5
1966-1967	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	1	1	6
1967-1968	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	5
Maximum	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	1	5
Attendance 1966-1967	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	4
Open Enrollment 1967-1968	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	0	1	2	0	3	3	3	2	2	2	3	3	1	2	2	32
Compen. Education 1967-1968	2	5	6	1	1	1	2	1	1	4	1	2	2	3	2	1	3	1	4	0	0	0	0	0	0	0	0	1	1	0	45
Summer Schools																															
1966	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	6
1967	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Maximum	0	-	-	-	-	0	0	-	-	0	-	-	0	0	-	-	-	0	-	-	-	-	0	-	-	-	-	-	-	-	0

different projects funded under title I. It summarizes the data for the individual nonpublic schools by public school district (Appendix C, Tables C61 through C90).

Several individual schools participated in as many as 12 different projects during the three years of title I, and in one instance, a single nonpublic school was to participate in 13 different projects.

Inspection of the table reveals that when projects were recycled, very often the same schools did not receive the services, primarily because the number of eligible nonpublic schools was not constant.[22]

The Field Trips program, for example, was to be implemented in 202 schools in 1966-67. In the next year, 180 schools were to participate, but actually only 155 of them were the same schools. Similar patterns obtain for the Educational Enrichment program and the High School Guidance program, but not for the Evening Guidance project, however.

Schools for children with special problems. Title I grants funded projects in some of the schools organized for pupils with special problems, the "special day schools" (formerly called the "600" schools); the "400" schools, which consist of classes conducted in hospitals for children confined there; and four selected schools -- Cabrini, Wayside Home, Children's Center, and Callagy Hall. In addition, there were to be projects for pupils in sectarian and nonsectarian child-caring institutions. Title I projects for all these schools are presented in Tables C91 to C94, Appendix C.

The "600" schools were to participate in the three-year project to improve instruction in these schools. Six of the schools had an After School Study Center program in the second year. The Library Aides program was also scheduled for 1966-67. During the summer of 1967, a title I supported project was planned for two of the "400" schools. In 1965-66 and 1966-67, the four selected schools participated in the project to improve instruction, and, in the second year, in the Curriculum Development and Teacher-Training project (see Table C 93.) The summer 1967 program in 16 child-caring institutions was to be extended to 21 institutions in 1967-68 --

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[22] As indicated earlier, the nonpublic schools were reluctant to complete the data required for certification of eligibility, since they feel that the criteria for eligibility were not relevant to them.

TABLE 14

NUMBER OF NONPUBLIC SCHOOLS, BY DISTRICT, PARTICIPATING IN TITLE I PROJECTS, 1965 TO 1968

Title I Projects, By Year	MANHATTAN Districts						BRONX Districts						BROOKLYN Districts										QUEENS Districts							R	CW Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Correct. Reading																															
1965-1966	1	3	11	6	5	4	9	1	4	1	1	3	11	18	12	5	15	2	2	0	3	1	4	2	0	0	1	2	1	3	131
1966-1967	9	6	16	9	9	8	11	1	5	3	1	4	11	20	11	7	15	3	5	0	2	1	5	2	0	0	3	3	2	10	182
1967-1968	9	4	14	9	10	8	10	1	3	3	0	3	12	23	14	8	12	0	6	1	2	0	4	1	0	0	1	4	2	3	167
Maximum	1	3	5	6	5	3	8	1	3	1	0	2	10	16	10	5	9	0	2	0	0	0	2	1	-	-	1	2	1	0	97
Corrective Math																															
1966-1967	10	6	19	9	10	9	11	2	5	3	2	3	11	19	10	7	14	3	5	0	6	1	6	2	1	0	5	3	2	10	194
1967-1968	9	5	16	9	10	8	9	1	3	3	0	3	12	23	15	8	14	0	6	1	2	0	4	1	0	0	1	4	2	5	174
Maximum	9	5	15	9	10	8	9	1	3	3	0	3	11	17	10	7	11	0	5	0	2	0	3	1	0	-	1	2	1	3	149
Achievement Test																															
1966-1967	10	6	21	9	11	12	11	2	5	3	1	4	12	21	11	7	14	3	5	0	5	1	6	2	1	0	4	3	3	10	202
1967-1968	9	5	16	9	12	9	10	1	2	3	0	3	13	23	15	8	13	0	6	1	2	0	4	1	0	0	1	4	2	5	177
Maximum	9	5	16	9	11	9	10	1	2	3	0	3	11	18	11	7	11	0	5	0	2	0	3	1	0	-	1	2	1	3	154
Eng.,2nd Language																															
1967-1968	6	3	5	9	4	5	6	1	1	1	1	2	2	9	3	1	2	0	1	0	0	0	1	1	0	0	0	0	0	0	64
Speech Imprvmt.																															
1965-1966	1	0	1	0	1	2	1	0	0	0	0	1	2	2	0	2	2	0	0	0	0	0	1	0	0	0	0	0	0	0	16
Speech Therapy																															
1965-1966	3	2	7	1	1	3	7	1	5	1	0	4	6	10	7	4	9	1	0	0	0	0	2	2	0	0	0	3	0	1	80
1966-1967	9	4	14	5	10	7	9	1	3	1	0	3	11	13	10	6	17	1	3	0	3	0	6	2	0	0	3	2	1	7	151
1967-1968	10	5	16	9	12	10	10	1	3	3	0	3	14	24	15	8	17	0	7	1	2	0	4	1	0	0	1	4	2	5	187
Maximum	3	2	3	0	1	3	6	1	1	1	-	3	6	8	6	4	8	0	0	0	0	-	1	1	-	-	0	1	0	0	59
Field Trips																															
1966-1967	10	6	21	9	11	12	11	2	5	3	1	4	11	21	11	7	13	3	5	0	5	1	6	2	1	0	5	3	3	10	202
1967-1968	9	5	16	9	12	9	10	1	3	3	0	3	13	23	15	8	15	0	7	0	2	0	4	1	0	0	1	4	2	5	180
Maximum	9	5	16	9	11	9	10	1	3	3	0	3	10	18	11	7	11	0	5	-	2	0	3	1	0	-	1	2	1	3	155
ASSC																															
1965-1966	5	5	13	5	5	3	5	2	3	1	1	4	8	13	9	4	11	1	2	0	0	0	3	2	0	0	0	2	0	0	107
1966-1967	8	7	18	9	9	10	11	0	3	3	0	3	10	13	10	6	6	0	5	0	1	0	5	2	0	0	2	3	3	10	157
Maximum	4	5	10	5	5	3	5	0	2	1	0	3	7	10	8	3	5	0	2	-	0	-	3	2	-	-	0	2	0	0	85
Educ. Enrichment																															
1965-1966	8	5	21	9	8	7	10	1	5	1	2	4	11	12	10	5	16	2	2	0	4	0	4	2	0	0	1	2	1	9	162
1966-1967	8	7	18	9	9	10	11	2	3	3	0	3	11	12	10	6	6	0	5	0	1	0	5	2	0	0	2	3	3	10	159
Maximum	7	5	18	9	8	6	10	1	3	1	0	3	10	11	9	5	6	0	2	-	0	-	4	2	-	-	1	2	1	3	127
TV and AV																															
1965-1966	5	5	13	5	5	4	5	0	4	1	1	4	8	21	10	4	18	3	2	0	5	1	3	2	0	0	0	3	0	0	132

TABLE 14 CONTINUED

Title I Projects, By Year	MANHATTAN Districts						BRONX Districts						BROOKLYN Districts										QUEENS Districts							R	CW Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Summer Elementary																															
1966	0	0	7	3	1	1	0	0	3	1	0	2	2	4	4	3	7	0	2	0	1	0	2	0	0	0	1	0	1	0	45
1967	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maximum	-	-	0	0	0	0	-	-	0	0	-	0	0	0	0	0	0	0	0	-	0	-	0	-	-	-	0	-	0	0	0
Evening Guidance																															
1965-1966	0	0	2	0	0	1	1	0	1	0	0	0	10	12	9	5	9	1	2	0	1	0	4	2	0	0	1	2	1	0	64
1966-1967	10	6	20	9	9	12	10	2	4	3	0	4	12	16	10	6	12	3	5	0	4	1	6	3	1	0	4	3	3	7	185
Maximum	0	0	2	0	0	1	1	0	1	0	-	0	10	12	9	5	9	1	2	-	0	0	4	2	0	-	1	2	1	0	63
In-School Guid.																															
1966-1967	9	6	20	9	9	12	11	2	4	3	0	4	12	16	10	6	12	3	4	0	4	1	6	3	1	0	4	3	3	7	184
1967-1968	9	5	16	9	12	10	10	1	3	3	0	3	12	23	14	7	17	0	7	1	2	0	4	1	0	0	1	4	2	5	181
Maximum	8	5	15	9	9	10	10	1	3	3	-	3	11	14	10	6	10	0	4	0	2	0	3	1	0	-	1	2	1	3	144
Handicapped																															
1967-1968	0	0	1	0	1	2	1	0	0	0	0	1	3	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	12

two of the institutions designated for the summer session program were not selected for the third year project.

Children Participating in Title I Projects

According to Section 201 of the ESEA,[23] the intent of Congress, in passing the act, was to provide financial assistance to LEAs serving areas with concentrations of children from low-income families to expand and improve their educational program to meet the special educational needs of educationally deprived children. As described, title I funds are allocated to the states, who in turn suballocate them to eligible local agencies. The local agency proposes, develops, and -- after state approval -- implements the projects designed to fulfill the intent of the act.

In designing title I projects, the Board of Education is to focus attention on meeting the educational needs of children from poverty areas. The Guidelines state that priority be given to the most educationally deprived poverty area children, but allowance is made for the participation of the other educationally deprived children in that school as well; these children do not necessarily have to be from low-income families. Moreover, if funds permit, children attending schools not in poverty areas could conceivably participate. Thus, the Board of Education must identify the educational needs of children from poverty areas, design projects to meet these needs, and establish criteria for including children who exhibit the kinds of behavior which the projects are intended to remediate, change, or improve.

As far as could be determined, no independent study (for title I projects) of educational needs of pupils has been undertaken. As pointed out in Chapter II, the U. S. Office of Education provides a coded list of project objectives related to predetermined characteristics of educationally deprived children. From this listing, the local agency is required in its application to the state, to use these objectives. The following project objectives have been most frequently used in the applications proposed by the New York City Board of Education: to improve classroom performance, and/or achievement on standardized tests in reading and other skill areas; to improve verbal functioning; to improve self-image and to increase expectations of success in school; to improve attitudes towards school and education; to improve attendance; to increase the holding power of the schools; to raise occupational and/or educational aspirational levels; and to improve the parent-school relationships.

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[23] PL 89-10, Sec. 201

In the most recent year, the following are some of the other objectives added: to reduce the pupil-teacher ratio; to provide teacher aide services; to provide instructional materials, innovative teaching techniques, approaches, and methods of instruction.

From these objectives, a composite description of the educational needs of a child in New York City schools might be inferred: he has low achievement in reading, arithmetic, and other skill areas; he has trouble with his verbal functioning and exhibits poor ability to communicate in standard English; he has poor attitudes toward himself, and little expectation for success in school; and his parents appear disinterested in school. This child may exhibit poor attendance, and in addition, may drop out of school.

What are the provisions for identifying children in need of the types of services that are to be provided under title I? With few exceptions this is not a relevant question since, as indicated, most of the projects in the past have tended to provide additional, supplementary services to a school. Projects such as Improved Services, Transitional Schools, and Comprehensive High Schools, to mention a few, provided additional staff to serve the entire school. These services have not been separable from the schools' regular, on-going activities. There have been programs -- SUTEC, P129K, Pre-K, and others -- that were directed to specific schools, schools-within-schools, and to particular children; in these types of programs, the children in attendance can be identified, amount of services determined, changes measured, and cost-effectiveness estimated. There have not been many programs in which children are preselected. The exceptions include College Discovery and Development, and the Corrective Reading and Mathematics projects in the nonpublic schools. In these programs, criteria were established and pupils were to be selected to meet them. In these types of projects evaluations of pupil progress can be made and project effectiveness determined.

Over the three-year period the Board of Education has tended to propose more projects directed to specific groups, and to introduce more specific eligibility requirements for pupils. However, no estimates have been made of differences between schools; projects are designed to meet precoded, generalized needs, schools are selected, and then children participate.

The number and grade level of public school and nonpublic school children who participated in title I projects cannot be estimates accurately. Although the project applications were to include projected enrollments, these projections were not necessarily of of pupils who would be directly affected by the title I services. In programs such as Improved Services and Transitional schools, the projections included the total school register because of the nature of these programs. Even in the OE project in the first two years, services went to receiving schools because OE children were enrolled, but there was no provision for these children to partake exclusively of the additional title I staff and services. In the first two years there was no accurate unduplicated count of children; that is, the projections of enrollment for one project did not differentiate between children participating only in that project from children participating in that project and other title I projects.

However, in 1967-68, the Bureau of Educational Research of the Board of Education was to undertake a separate study of the number of pupils participating in title I that year; the results of that investigation were not complete by the April 7 cutoff date. Although such a count of the total number of different children participating would be useful, for a study of cost effectiveness to contribute maximally to program planning, the count should be made project by project. That is, while the total number of children and the total amount of money expended under title I would provide some useful information about the general, overall effectiveness, it might be even more edifying if a cost effectiveness study were done project by project; for this kind of study an unduplicated count of pupils in each project is necessary. It might be difficult to decide to which project a particular pupil participating in two or more projects should be assigned, as it might also be difficult to attribute outcomes (*i.e.*, improvement) to a particular project.

The evaluation studies of the individual projects do not invariably indicate the number or grade level of the actual participants and, as noted, do not take into account any different effects of other title I (and, for that matter, non-title I) projects which may be operating within a school. The individual research studies conducted annually indicate, that, in addition to this problem, in some projects, for example the 1965-66 After School Study Centers, attendance records were not kept. In other projects, such as the corrective projects in the nonpublic schools, pupils did not participate during the length of time the programs were in operation; actually the project descriptions for these projects indicated that a pupil was to participate only until his reading or mathematics deficiency was remedied. Moreover, many of the evaluative studies were based on samples of classes and/or schools participating in a project, and did not collect total project enrollment figures.

CHAPTER V

THE BUDGET

In this chapter title I budgetary data will be presented for 1965 to 1968. The following kinds of questions will be considered: How much of the funds available to New York City were budgeted, and -- for the first year -- how much were actually expended?[1] What percentage of the total grant was used for projects in the public schools, and what percentage in the nonpublic schools? How much of the Federal funds were applied to direct instruction, administration, and so on. In the following chapter, the allocation of title I funds to the specific projects in New York City will be examined for the three-year period.

FISCAL RESPONSIBILITY

The LEA may apply for a grant at any time during the fiscal year. Although the number of projects that the LEA may submit for approval by the state educational agency in any one year is not limited, the total amount of funds requested for all projects together may not exceed the total of the maximum basic grant for which the LEA is eligible.[2]

As described in Chapter II, the state agency must provide written approval of each project submitted by the LEA and assign a State Education Department project number. Once written approval has been granted, there is an obligation of Federal funds. These obligations are recorded as charges against the state appropriation that was available at the time the obligation was incurred.[3]

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[1] Although New York City is entitled to a larger title I grant than most states, the total amount of all Federal funds for New York City is equal to only about ten per cent of the entire budget for education for New York City. (As noted, the title I grant for FY 1966, 1967, and 1968 was, respectively, \$65,129,991, \$69,790,351, and \$71,513,046.)

[2] Guidelines, op.cit. In practice, for a fiscal year the LEA may budget for any amount of money; however, there is no obligation of title I funds in excess of the maximum amount available to the LEA for that fiscal year.

[3] Ibid.

Upon the approval of a project application, the state educational agency advances some funds to the LEA in anticipation of the expenditures to be incurred. The state must submit these estimates of obligation to the U. S. Office of Education, and includes its own obligations incurred as adminstrative costs.

According to the Guidelines, once a project has been approved by the state, the LEA must ask the state to reapprove each modification or revision requested subsequent to the initial state approval including a transfer of funds from one approved project to another.

However, the New York City Board of Education recently obtained written permission from the State Education Department to make modifications in any approved project budget up to 10 per cent of the total amount of services. The modifications may be either increases or decreases. Since the state is not obligated to reimburse title I funds in excess of the maximum amount available to the Board of Education, any increase in one project budget necessarily entails a modification in other project budgets. This means, in effect, that the Board of Education may transfer funds from one project to another, up to the amount of 10 per cent of the project budget, without having to make application to the state.[4] Every budgetary revision, as already described, is still approved by the Assistant Superintendent in charge of the Office of State and Federally Assisted Programs (OSFAP).

The LEA must maintain records of all financial transactions relating to claims for Federal funds and submit these on a regular basis to the state agency. Salaries of all local employees must be prorated for those not assigned full-time to one program. In addition, the LEA must keep an inventory of equipment purchased with title I funds on all items of more than $100, and on all items of equipment (regardless of cost) that are placed on the premises of private schools. All financial activities are subject to audit both by the LEA and by the state agency; all audits must be available to the Department of Health, Education, and Welfare. Both the U. S. Office of Education and the U. S. General Accounting Office may conduct audits at the state agency level.

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[4] However, once a project has been approved by the state, there can be no substitutions of position within a project (substitution of a science teacher, for example, for a librarian). Revisions must be increases or decreases in the number of personnel of a given position.

Upon the completion of a project, at the end of each fiscal year, the LEA reports to the state on the total cost of the project. This statement includes the amount approved for the project, the total Federal funds received in advance for the project during the fiscal year, and the total amount of all funds disbursed and expended under the project.

BUDGETING FOR TITLE I PROJECTS IN NEW YORK CITY

This chapter of the survey is concerned with an overview of the budgeting process in New York City. Chapter II described the relationship between the development of a title I project and the development of the budget for the project. As previously noted, many projects have been funded jointly, combining title I funds with funds from either the tax levy budget, title II, III, or IV, the Office of Economic Opportunity, New York State, or the Human Resources Administration. This chapter is concerned with that portion of the money obtained under title I grants. That is, even though title I funds may have been spent in a combined project, the Board of Education maintains a clear distinction between, for example title I MES funds and Board of Education MES funds, this distinction will be preserved here.

The Preparation of the Budget for a Title I Project

The Assistant Chief Accountant of the Office of Business Affairs of the Board of Education acts as the Chief Fiscal Officer for title I, and is responsible for budgeting and for maintaining and submitting financial records and claims under ESEA, title I.

If the tentative project, together with the tentative budget, is acceptable to the various offices and groups of the Board of Education responsible for approving it, the final application is prepared for submission to the State Education Department (see Chapter II). The Director of the Program Development section of the OSFAP oversees the preparation of OE Form 4305, the project application, while the Chief Fiscal Officer prepares Form FA-10-1, the proposed project budget. Both parts of the application are processed by the Program Development section.[5]

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[5] We are grateful to the staff of the Office of Business Affairs for making available the data on which this chapter is based.

The changes in the budget from tentative to final form represent primarily a process of refinement; cost estimates are corrected, and the budget is made congruent with the project description. The most common revision is in the wage rates. The budgeted cost of a staff position is based on the average salary of that position.

Budget Items. Form FA-10-1 requires that budget entries be classified by number, and provides space for an explanatory statement:

100 is the central administration budget (CAB), and includes (A) the percentage of the CAB assigned to the particular project, (B) salaries for administration, (C) contracted services, and (D) other allocations for administration.

200 is the budget for instructional costs, and includes (A) salaries for instruction, (B) textbooks, (C) school library books and periodicals, (D) audio-visual materials, (E) teaching supplies, and (F) other allocations for instruction.

300 is the attendance services budget; it includes (A) salaries, and (B) other allocations for attendance services.

400 is the budget for health services, and includes (A) salaries, and (B) other allocations for health services.

500 is the budget item for (A) salaries for pupil transportation, (B) contracted services, and (C) other allocations for pupil transportation.

600 is the budget for (A) salaries for the operation of the physical plant, and (B) other allocations for the operation of the physical plant.

700 is the budget for (A) salaries and (B) other allocations for the maintenance of the school plant.

800 is the budget allowance for (A) fringe benefits, and (B) other fixed charges.

900 is the budget item for allocations for (A) salaries for food services, and (B) other allocations for food services.

1000 is the allocation for (A) student body activities, and (B) other expenses for student body activities.

1100 includes (A) salaries for community services, and (B) other expenses for community services.

1220 is the budget for minor remodeling.

1230 is the equipment budget.[6]

The central administration budget is prepared separately, similarly to any project budget, and it is also prorated and distributed on a percentage basis among the individual projects. That is, on each project application budget form FA-10-1 a total proposed central administrative budget cost is listed, and a percentage is assigned to each particular title I project. The state department suggests that those central administrative costs which are not properly chargeable to the any one project be summarized into a single CAB and filed directly with the Division of Educational Finance, State Education Department.

In the past, the costs of summer projects were chargeable to either fiscal year; that is, it was optional whether to charge the cost of the 1966 summer projects to FY 1966 or FY 1967; the cost of the projects for the summer of 1967 might be charged to either FY 1967 or FY 1968. For the summer of 1968, however, the Federal government has withdrawn this flexibility; costs for summer 1968 must be charged to FY 1968. This has had little effect on the New York City Board of Education, since it has consistently allocated the cost of summer programs to the school year preceding the summer.

Budget Revisions. Budgets may be modified several times during the project year as a result of experiences in implementing the projects. For the first year of title I, 1965-66, two major revisions were made. January 14, 1966 was the date the first project budgets were sent to the state for approval; a revision of the project budget, dated May 2, 1966, included the budgets proposed for the summer programs, as well as a modification in the budgets for the regular school year projects. June 15, 1966 was the date of the final state-approved project revisions. The latest (June) budget figures were used in the state audits and are described in the section below on project costs.

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[6] Note that this item does not include instructional materials, which are budgeted in 200B-F.

For the 1966-67 school year, the original proposals and budgets were submitted for state approval on November 15; there were revisions on January 27 and on March 1, 1967. These revisions included modifications in the original projects and new budgets for the projects scheduled to begin in the spring semester. Budgets for the summer 1967 projects were originally submitted on May 31, and were revised on July 5, 1967. In each case, the latest budget revisions are presented below in the section on costs.

For 1967-68, the original budget figures dated December 1 are reported here. Although first revisions for this year were in process at the time of writing, they had not been completed by the cut-off date (April 7, 1968). The projects for the summer of 1968 are not due to appear on the Board of Education's Calendar until May 14, 1968; they are therefore not reported here.

Budget Accruals. The Board of Education tends to budget somewhat in excess of the maximum funds available, although only the amount equal to the maximum available funds is obligated. That is, the Board of Education can budget in excess of the amount of funds the government is obligated to repay (the maximum grant for which the LEA was eligible), but *if* all this money was expended, the Board would be responsible for funding the excess amount itself. Since it is not likely that the total amount of money budgeted will be expended, this procedure not only obligates the Federal funds, but increases the likelihood that a larger percentage of available funds will be expended during each year. Unexpended funds, accruals, can be used to finance projects proposed later in the school year (*i.e.*, spring projects), as well as summer projects.[7] Accruals were especially important for the summer of 1968, since the LEAs were no longer permitted to charge the costs of this summer's projects to FY 1969.

As New York City became more and more familiar with the entire fiscal process, budgeting tended to become more realistic and thus necessitated fewer and less severe revisions, which in turn helped assure that a larger percentage of the available title I funds were used.

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[7] Accruals are that portion of the budget that is not expected to be spent. Some accruals result from late starts and from initial unavailability of personnel. The accruals then may be used to add new schools, centers, or additional staff to the project or, if approved, may be used for other projects or to finance new proposals. Of course, those projects having less difficulty in recruiting personnel, for example, would account for a smaller percentage of accruals.

Expenditures for Title I Activities

A final claim form of project expenditures was prepared by the State Education Department, Division of Educational Finance. As of this writing, the New York City Board of Education completed one set of these forms for each 1965-66 project, and appended all relevant documentation, including invoices and vouchers.

The claim form (FA-10F) is structured in the same manner as the project budget form; the LEAs are responsible for making certain that the entries reflect the categories and definitions of the most recently approved project budget. Final claims for 1965-66 have been submitted to the state by the New York City Board of Education. During March and April 1968, auditors from the Board of Education and from the State Education Department checked the claims.

By April 15, 1968, the Board of Education will submit estimates of expenditures for 1966-67 to the state. The estimates will include claims for all fixed charges, as, for example, personnel claims, but will not include monies committed (to vendors, for example) and not yet actually expended.[8] The latter will be included in the final claim of project expenditures for 1966-67, which will be submitted later this year.

THE TITLE I BUDGET AND EXPENDITURES, 1965-66, INCLUDING SUMMER 1966

All Projects Combined

Table 15 summarizes the total amount of title I money budgeted (using the final June 15, 1966 budget revisions) and expended (using the final claim of project expenditures) for the school year 1965-66 including the summer of 1966, for all projects combined: public school projects, nonpublic school projects, and both public and nonpublic school projects in New York City.[9] The totals for each group of projects are exclusive of the central administration budget (CAB) which is included separately in the table. (It should be kept in mind that title I does not support the schools, but provides services for

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[8] The difference between these estimates and the final claim is approximately 2 per cent.

[9] All dollar amounts reported have been rounded to the nearest whole dollar.

TABLE 15

COMPARISON OF TOTAL BUDGET WITH TOTAL EXPENDITURES FOR TITLE I 1965-1966, INCLUDING SUMMER 1966, PROJECTS

Projects[a]	Total Amount Budgeted[b]	Per Cent of Total	Total Amount Expended[c]	Difference: Under Budget (Over Budget)	Per Cent Expended
CAB	2,151,718	3.1	1,535,025	616,693	71.3
PS	44,879,295	64.9	32,799,302	12,079,993	73.0
PS/NPS	18,531,423	27.0	13,932,311	4,599,112	75.1
NPS	3,521,664	5.0	1,439,569	2,082,095	40.8
Total	$69,084,100	100.0%	$49,706,207	$19,377,893	71.9%

[a] For a list of projects for public school children, for both public and nonpublic school children, and for nonpublic school children, see tables in Chapter III.

[b] From the June 15, 1966 approved budget revision.

[c] From final claim reports submitted to the State Education Department.

disadvantaged children in addition to the services normally provided by the school system.)

The CAB includes the costs for the administration of the title I program, and includes salaries and other expenses of the OSFAP; salaries and other expenses of the divisions and bureaus of the Board of Education providing service functions; the costs of supervision; of coordination with nonpublic schools; and of research and evaluation.[10]

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[10] The Board of Education may not subcontract funds for educational services, but may subcontract for research and evaluation, and for some cultural enrichment activities. Of the 3.1 per cent CAB for 1965-66, the largest amount was budgeted for research and evaluation activities.

For FY 1966, the New York City Board of Education claimed total expenditures of \$49,706,207, 71.9 per cent of the money budgeted (\$69,084,100) for title I activities, but approximately 76 per cent of the maximum available funds (\$65,129,991). By far the largest category was for projects for public school children.[11] Of the amounts budgeted, almost three-quarters of the funds to be used in projects for public school children and more than three-quarters of the funds to be used in projects for both public and nonpublic children were expended. Less than half the monies budgeted for projects for nonpublic school children were spent. (Examination of the evaluation reports by CUE indicate that it was difficult to recruit the necessary personnel for the nonpublic school projects in the first year.)[12]

Table 15.1 summarizes, for all projects combined, the amounts budgeted and amounts expended by budget item, exclusive of the CAB, for 1965-66 including the summer of 1966. Approximately 63 per cent of the total amount of funds budgeted was committed for salaries for instruction (200A), with about 14 per cent more committed for fringe benefits and other fixed charges (800A & B). Eleven per cent of the funds were committed for all other instructional costs combined (200 B-F). Approximately five per cent of the funds were budgeted for minor remodeling (1220), with another five per cent for equipment (1230).

More money was spent on salaries for health services (400A includes psychiatrists, medical salaries, etc.) than was budgeted. More than three-quarters of the money budgeted for remodeling (1220C), contracted services for pupil transportation (500B), salaries for instruction (200A), and salaries for attendance services (300A) was expended. Less than half the money budgeted for food services (900),

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[11] For this report, the placement of particular projects into one of the three categories (i.e., projects for public school children, for both public and nonpublic school children, and for nonpublic school children), as already noted in Chapter III, was based on the original project descriptions. During the first year of title I, there was a great deal of shifting in projects and in locations of activities after the original proposals were submitted. For these reasons, the figures in tables in this chapter reflect only the category placement as defined in this report.

[12] See Appendix B, Parke, M. B., Corrective Reading; Rigrodsky, S., Speech Therapy; and Sebald, D. D., Out-of-School Guidance.

TABLE 15.1

COMPARISON OF AMOUNTS AND PERCENTAGES BUDGETED AND EXPENDED, EXCLUSIVE OF THE CAB, FOR ALL TITLE I PROJECTS 1965-66 INCLUDING SUMMER 1966 (BY BUDGET ENTRY)

Budget Item[a]	Total Amount Budgeted	Per Cent of Total	Total Amount Expended	Per Cent of Total	Difference: Under Budget (Over Budget)	Per Cent Expended
200A	42,023,938	62.8	32,047,367	66.5	9,976,571	76.2
200B	(	(	(	(	(	(
200C	(	(	(	(	(	(
200D	(7,549,158	(11.3	(5,373,659	(11.1	(2,175,499	(71.1
200E	(	(	(	(	(	(
200F	(	(	(	(	(	(
300A	77,730	0.1	70,512	0.1	7,218	90.7
400A	1,022,198	1.5	1,062,331	2.2	(40,133)	103.9
500B	207,751	0.3	186,164	0.4	21,587	89.6
600B	311,583	0.5	1,378	0.0	310,205	0.4
800A&B	9,114,409	13.6	5,170,256	11.0	3,944,153	56.7
900A	72	0.0	-	-	72	0.0
900B	111,950	0.2	14,565	0.0	97,385	13.0
1000A	202,358	0.3	31,714	0.0	170,644	15.6
1000B	146,217	0.2	94,915	0.2	51,302	64.9
1220C	3,119,758	4.7	2,526,509	5.2	593,249	80.9
1230	3,045,260	4.5	1,591,812	3.3	1,453,448	52.2
TOTAL	$66,932,382	100.0%	$48,171,182	100.0%	$18,761,200	71.9%

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[a] Only items actually budgeted or expended are included here and in the following tables; items 300B, 400B, etc., were not used for FY 1966 by the Board of Education.

student body activities (1000A), and other allocations for the operation of the physical plant (600B) was actually expended.

Table 15.2 summarizes budget data separately for the three categories of title I projects, and includes the percentages of the total amounts assigned to budget items.

Seventy per cent of the total amount budgeted for projects for public school pupils was allocated for salaries for instruction (200A), with another 18.9 per cent for fringe benefits and other fixed charges (800A & B). For projects for both public school and nonpublic school children, only 49 per cent of the budget was allocated for instructional salaries; fringe benefits amounted to 3.1 per cent of the total. Proportionally less funds were allotted to instructional salaries for teachers teaching in the nonpublic schools; instructional salaries and fringe benefits amounted to only 43 and 1.5 per cent respectively.

Almost one-third of the total for projects for nonpublic school children was allotted for equipment, as compared with less than one per cent in projects for public school pupils. The budget allocation for all other instructional costs (200 B-F) was 23 per cent of the total budget for projects for nonpublic schools as compared with 4.5 per cent of the budget for projects in the public schools. This entry was even somewhat larger for combined public and nonpublic school projects.

Projects for Public School Children

Table 16.1 presents the amount budgeted and expended, by budget items (exclusive of CAB) on the projects for public school children for 1965-66 and the summer of 1966. Unfortunately, in several instances the data for each budget item (e.g., 200B, 200C, and 200D) were unavailable, and only a summary figure can be presented. As noted, the largest amounts budgeted were allotted to salaries and fringe benefits for instruction. About 78 per cent of the money budgeted for instructional salaries (200A) was expended. More than 100 per cent of the money budgeted for salaries for health services (400A) was expended, and approximately 91 per cent of the salaries for attendance services (300A). Overall, 73 per cent of the funds assigned to projects for public school children were spent.

Table D1, in Appendix D, presents the budget and cost, by item, for each separate project that is included in the summary Table 16.1, page 172.

TABLE 15.2

COMPARISON OF AMOUNT BUDGETED FOR TITLE I 1965-66 PROJECTS INCLUDING THE SUMMER 1966, FOR PUBLIC SCHOOL, PUBLIC AND NONPUBLIC SCHOOL, AND NONPUBLIC SCHOOL CHILDREN (BY BUDGET ENTRY)

Budget Items	Total Amount Budgeted (Exclusive of CAB)					
	Public School		Public School and Nonpublic School		Nonpublic School	
	Amount	Per Cent of Total	Amount	Per Cent of Total	Amount	Per Cent of Total
200A	31,460,978	70.1	9,047,092	49.0	1,515,868	43.0
200B	(2,063,450	4.5)	(4,672,555	25.2)	(813,153	23.1)
200C	(	)	(	)	(	)
200D	(	)	(	)	(	)
200E	(	)	(	)	(	)
200F	(	)	(	)	(	)
300A	77,730	0.1	-	-	-	-
300B	-	-	-	-	-	-
400A	994,763	2.2	27,435	0.1	-	-
400B	-	-	-	-	-	-
500B	10,400	0.0	194,055	1.0	3,296	0.0
600B	6,145	0.0	243,280	1.3	62,158	2.0
800A	(8,485,673	18.9)	(575,127	3.1)	(53,609	1.5)
800B	(	)	(	)	(	)
900A	72	0.0	-	-	-	-
900B	61,723	0.1	50,177	0.2	50	0.0
1000A	202,358	0.4	-	-	-	-
1000B	146,217	0.3	-	-	-	-
1220C	1,175,758	3.0	1,944,000	10.5	-	-
1230	194,028	0.4	1,777,702	9.6	1,073,530	30.4
Total	$ 44,879,295	100.0 %	$ 18,531,423	100.0%	$3,521,664	100.0 %

TABLE 16.1

COMPARISON OF BUDGETS AND EXPENDITURES, EXCLUSIVE OF THE CAB, FOR TITLE I 1965-1966 AND SUMMER 1966 PROJECTS FOR PUBLIC SCHOOL CHILDREN (BY BUDGET ENTRY)

Budget Item	Total Amount Budgeted[a]	Total Amount Expended[b]	Difference; Under Budget (Over Budget)	Per cent Expended
200A	31,460,978	24,423,859	7,037,119	77.6
200B	(	(	(	(
200C	(	(	(	(
200D	(2,063,450	(1,465,157	(598,293	(71.0
200E	(	(	(	(
200F	(	(	(	(
300A	77,730	70,512	7.218	90.7
400A	994,763	1,034,778	(40,015)	104.0
500B	10,400	2,227	8,173	21.4
600B	6,145	0	6,145	0.0
800A&B	8,485,673	4,812,396	3,673,277	56.7
900A	72	0	72	0.0
900B	61,723	14,565	47,158	23.5
1000A	202,358	31,714	170,644	15.6
1000B	146,217	94,915	51,302	64.9
1220C	1,175,758	789,746	386,012	67.1
1230	194,028	59,433	134,595	30.6
TOTAL	$44,879,295	$32,799,302	$12,079,993	73.0%

Note: Totals reported here do not always equal totals prepared by the Board of Education because of arithmetic or clerical errors. The figures reported in this section have been checked for internal consistency.

[a] From June 15, 1966 budget revision.

[b] From claims submitted to the State Education Department.

Projects for Both Public and Nonpublic School Children

The budget and expenditures for the 1965-66 year, including the summer of 1966, projects for both public and nonpublic school children are presented, by budget items (exclusively of CAB), in Table 16.2. In order to implement these projects, a smaller number of different services were required. Like the projects for public school children, a greater percentage of funds were budgeted for salaries for instruction (and fringe benefits) than for all other items combined. Again, more than three-quarters of these funds were expended, as were the commitments for all other instructional costs (200B-F). More was expended on salaries for health services (400A) than was budgeted. None of the funds budgeted for food services was expended.

Table D2, in Appendix D presents the budget and expenditures, by budget entry item, for each individual project for both public and nonpublic school children.

Projects for Nonpublic School Children

Table 16.3 summarizes the title I(1965-66 including the summer 1966)budgets and expenditures, by budget items (exclusive of CAB), for projects for nonpublic school children.[13] Appendix D, Table D3, presents similar data by budget item for each individual project for nonpublic school children. It is interesting that only 35 per cent of the funds budgeted for salaries was spent, even though the total amount of money budgeted for salaries for instruction was approximately 43 per cent of the total budget for projects for nonpublic school children (Table 15.2). A larger proportion of title I funds for instructional costs (200B-F), other than salaries, and for equipment (1230) was expended than for the other budget entries.

FY 1966, School Year and Summer Projects

Table 17 presents the budget commitments and expenditures by budget items (exclusive of CAB), for combined public school, both public and nonpublic school, and nonpublic school projects separately for the regular school year and the summer projects. Only projects proposed for July or August are included in the summer projects listing; projects that began during the school year and extended through the summer are included in the school year total because it was not feasible to prorate these types of projects. The projects

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[13] See footnote 11.

TABLE 16.2

COMPARISON OF BUDGETS AND EXPENDITURES,[a] EXCLUSIVE OF THE CAB, FOR TITLE I 1965-66 AND SUMMER 1966 PROJECTS FOR BOTH PUBLIC AND NONPUBLIC SCHOOL CHILDREN (BY BUDGET ENTRY)

Budget Item	Total Amount Budgeted	Total Amount Expended	Difference: Under Budget (Over Budget)	Per cent Expended
200A	9,047,092	7,091,797	1,955,295	78.3
200B	(	(	(	(
200C	(	(	(	(
200D	(4,672,555	(3,544,981	(1,127,574	(75.8
200E	(	(	(	(
200F	(	(	(	(
300A	0[b]	-	-	-
400A	27,435	27,553	(118)	100.4
500B	194,055	183,487	10,568	94.5
600B	243,280	1,378	241,902	0.5
800A&B	575,127	344,543	230,584	59.9
900A	0[b]	-	-	-
900B	50,177	-	50,177	0.0
1000A	0[b]	-	-	-
1000B	0[b]	-	-	-
1220C	1,944,000	1,736,763	207,237	89.3
1230	1,777,702	1,001,807	775,895	56.3
TOTAL	$18,531,423	$13,932,311	$4,599,112	75.1 %

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[a] See notes and sources, Table 16.1.

[b] These projects involved no need for funding in these budget items.

TABLE 16.3

COMPARISON OF BUDGETS AND EXPENDITURES,[a] EXCLUSIVE OF THE CAB, FOR TITLE I 1965-1966 AND SUMMER 1966 PROJECTS FOR NONPUBLIC SCHOOL CHILDREN (BY BUDGET ENTRY)

Budget Item	Total Amount Budgeted	Total Amount Expended	Difference: Under Budget (Over Budget)	Per cent Expended
200A	1,515,868	531,711	984,157	35.0
200B	(	(	(	(
200C	(	(	(	(
200D	(813,153	(363,521	(449,632	(44.7
200E	(	(	(	(
200F	(	(	(	(
300A	0[b]	-	-	-
400A	0[b]	-	-	-
500B	3,296	450	2,846	13.6
600B	62,158	-	62,158	0.0
800A&B	53,609	13,317	40,292	24.8
900A	0[b]	-	-	-
900B	50	-	50	0.0
1000A	0[b]	-	-	-
1000B	0[b]	-	-	-
1220C	0[b]	-	-	-
1230	1,073,530	530,572	542,958	49.4
TOTAL	$3,521,664	$1,439,569	$2,082,095	40.8 %

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[a] See Notes and sources, Table 16.1.

[b] These projects involved no need for funding in these budget items.

TABLE 17

COMPARISON OF AMOUNTS BUDGETED AND EXPENDED, EXCLUSIVE OF THE CAB, FOR TITLE I PROJECTS DURING THE SCHOOL YEAR 1965-1966, WITH THE SUMMER 1966[a] (BY BUDGET ENTRY)

Budget Item	SCHOOL YEAR 1965-1966			SUMMER 1966		
	Total Amount Budgeted	Total Amount Expended	Per cent Expended	Total Amount Budgeted	Total Amount Expended	Per cent Expended
200A	34,922,212	26,551,612	76.0	7,101,726	5,495,755	77.4
200B	(	(	(	(	(	(
200C	(	(	(	(	(	(
200D	(3,270,740	(2,053,782	(62.8	(4,278,418	(3,319,877	(77.6
200E	(	(	(	(	(	(
200F	(	(	(	(	(	(
300A	77,730	70,512	90.7	-	-	-
400A	1,022,198	1,062,331	103.9	-	-	-
500B	110,396	45,171	40.9	97,355	140,993	144.8
600B	68,303	-	0.0	243,280	1,378	5.7
800A&B	9,082,189	5,136,319	56.6	32,220	33,937	105.3
900A	72	-	0.0	-	-	-
900B	61,743	14,565	23.6	50,207	-	0.0
1000A	202,358	31,714	15.7	-	-	-
1000B	146,217	94,915	64.9	-	-	-
1220C	3,119,758	2,526,509	81.0	-	-	-
1230	3,041,260	1,591,812	52.3	4,000	-	0.0
TOTAL	$55,125,176	$39,179,242	71.1%	$11,807,206	$8,991,940	76.2%

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[a] The following projects are included in the summer 1966 total: Summer Day School Projects for Elementary, Junior High School, Academic, and Vocational High School, Socially Maladjusted Children; "Teacher-Moms;" Neighborhood Youth Corps; ITTP; Head Start; and Teacher-Training Institutes.

included in the summer total are listed in a footnote to Table 17. Approximately 18 per cent of the total amount budgeted for title I during 1965-66 was budgeted for summer programs. However, a slightly greater percentage of the funds budgeted was actually spent for summer activities as compared with the percentage expended for the regular school year -- 76.2 per cent as compared with 71.1 per cent.

Note that during the summer, more money was used for buses, contracted services for pupil transportation (500B), than was allocated for this purpose.

THE TITLE I BUDGET, 1966-67 AND SUMMER 1967

The original budgets for the projects proposed early in the school year 1966-67 were approved by the Board of Education on November 15, 1966. Subsequently, in January and in March 1967 the project budgets were adjusted, with approval from the state. In this section, unless otherwise noted, the final March budget revision figures will be presented; the summer 1967 project data are based on modifications as of July 5, 1967. (As previously indicated, the expenditures for FY 1967 were not available in time to be included in this report.)

All Projects Combined

Table 18 summarizes the total amount of title I funds budgeted for FY 1967 combining the school year and the summer 1967 projects. For a list of projects included in the public, the public and nonpublic, and the nonpublic school categories, see Tables 3.1, 3.2, and 3.3, Chapter III. As was the case for 1965-66, the central administration budget was reported separately, although it was also distributed on a percentage basis for each project. In this table, the budgets for decentralized summer programs, teacher-training institutes, and projects for children are classified under the category of projects for both public and nonpublic school children. The total amounts budgeted for all districts receiving decentralized allocations were combined.

This budget of $74,169,199 for 1966-67 was greater than the maximum amount available, $69,790,351, although it is probable that-- as in FY 1966 -- not all of the money budgeted will be expended. However, even if the Board of Education did expend the $74 million, it could only be reimbursed for the $69 million of title I funds available for this fiscal year.

This year's CAB includes allocations for business administration, coordination with nonpublic schools, and research and evaluation.

TABLE 18

DISTRIBUTION OF THE TOTAL BUDGET FOR TITLE I 1966-67
INCLUDING SUMMER 1967 PROJECTS

Projects[a]	Total Amount Budgeted[b]	Per Cent of Total
CAB	3,058,225	4.1
Public School	46,762,310	63.0
Public/Nonpublic	21,589,271	29.1
Nonpublic	2,774,393	3.8
Total(b)	$74,184,199	100.0%

[a] See Tables 21, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, and 4.3, Chapter III, for a list of projects for public school, for both public and nonpublic school, and for nonpublic school children.

[b] From the March 1967 budget revision (includes summer 1967).

Within the total allocation to CAB, the amount set aside for business administration was slightly greater than that budgeted for research and evaluation this year.

A smaller percentage, as compared with FY 1966, was budgeted for projects for public school children and for nonpublic school children; a somewhat larger percentage of the funds was allocated to projects for both public and nonpublic school children, as compared with the previous year. (See Table 15.)

Projects for Public, Both Public and Nonpublic, and Nonpublic School Children

Table 18.1 presents the final revised budget, by budget items, for all title I 1966-67 projects combined. The codes used for the budget items were explained above. All figures are exclusive of the CAB.

TABLE 18.1

AMOUNT AND PERCENTAGE BUDGETED, EXCLUSIVE OF THE CAB, FOR ALL TITLE I PROJECTS 1966-1967 INCLUDING SUMMER 1967 (BY BUDGET ENTRY)

Budget Item	Total Amount Budgeted	Per Cent of Total
200A	54,202,148	76.2
200B	156,511	0.2
200C	31,620	0.0
200D	108,877	0.2
200E	2,129,087	3.0
200F	1,401,573	2.0
300A	1,316,879	1.9
300B	1,160	0.0
400A	304,545	0.4
400B	169,584	0.2
500B	848,529	1.2
600B	584,612	1.0
700B	8,000	0.0
800A	7,845,863	11.0
800B	28,263	0.0
900B	1,002,699	1.4
1000A	1,250	0.0
1000B	15,620	0.0
1100A	307,971	0.4
1100B	134,168	0.2
1220C	73,613	0.1
1230	453,402	0.6
TOTAL	$71,125,974	100.0%

For FY 1967 a larger proportion of the total funds for all projects combined was allocated to salaries for instruction, 76.2 per cent as compared with 62.8 per cent the previous year, while half as much was budgeted for all other instructional costs combined (200B-F), 5.4 per cent as compared with 11.3 per cent in FY 1966. There was also an increase in the proportion of the funds assigned to the attendance services budget (300), and a large decrease in the percentage allotted to minor remodeling (1220C) and equipment (1230). It should also be noted that this year's projects, 1966-67, needed many more budget entries for implementation; for example, 0.6 per cent of the total allotment for 1966-67 went to expenses for community services.

Table 18.2 summarizes the amounts and percentages allocated, by budget entries, to projects for public school, both public and nonpublic school, and nonpublic school children. These figures include all projects, regular school year and summer 1967, combined. Looking at salaries for instruction (200A) for the three categories of projects, the percentage budgeted for projects for nonpublic school pupils was approximately 66 per cent of the total amount budgeted; for projects for public school children, the budget for salaries for instruction was 79.2 per cent, while the amount budgeted for 200A for projects for children from both types of schools was 71 per cent of the total amounts budgeted for these projects. Compared with last year, this is a 9 per cent, a 22 per cent, and a 23 per cent increase over the amounts budgeted for this item for these groups of projects, respectively.

Tables D4, D5, and Table D6, in Appendix D, present the itemized budget allocations for each separate project for public school children, both public and nonpublic school children, and nonpublic school children, respectively.

FY 1967, School Year and Summer Projects

Table 19 presents the budget commitments (exclusive of CAB) for the regular school year and for the summer projects for FY 1967. Again, only projects planned for July and August are included in the summer totals. Included are the following projects: Summer Day School Program for Elementary Schools, Junior High Schools, Socially Maladjusted and Vocational High Schools; Decentralized Teacher-Training Institutes; Special Clinics for the Handicapped; Musical Talent Schowcase; PEP; Summer schools for CRMD; Summer Clinics for CRMD; "400" Schools, Hearing-Impaired and Language-Impaired; Neighborhood

TABLE 18.2

COMPARISON OF AMOUNTS BUDGETED, EXCLUSIVE OF THE CAB, FOR TITLE I 1966-1967 AND SUMMER 1967 PROJECTS FOR PUBLIC, BOTH PUBLIC AND NONPUBLIC SCHOOL, AND NONPUBLIC SCHOOL CHILDREN (BY BUDGET ENTRY)

Budget Item	Total Amounts Budgeted (Exclusive of the CAB)					
	PS Amount	% of Total	PS & NPS Amount	% of Total	NPS Amount	% of Total
200A	37,053,361	79.2	15,313,988	71.0	1,834,799	66.1
200B	66,300	0.1	72,711	0.3	17,500	1.0
200C	12,000	0.0	19,620	0.1	-	-
200D	32,089	0.1	74,480	0.3	2,308	0.1
200E	983,157	2.1	952,434	4.4	193,496	7.0
200F	171,399	0.4	1,094,142	5.0	136,032	5.0
300A	389,370	0.8	782,579	4.0	144,930	5.2
300B	1,160	0.0	-	-	-	-
400A	150,511	0.3	142,034	0.6	12,000	0.0
400B	168,000	0.4	1,584	0.0	-	-
500B	75,110	0.2	640,648	3.0	132,771	4.8
600B	-	-	584,612	2.7	-	-
700B	-	-	8,000	0.0	-	-
800A	6,950,012	15.0	639,571	3.0	256,280	9.2
800B	17,800	0.0	10,463	0.0	-	-
900B	293,828	0.6	708,871	3.3	-	-
1000A	-	-	1,250	0.0	-	-
1000B	-	-	15,620	0.0	-	-
1100A	58,000	0.1	249,971	1.2	-	-
1100B	5,911	0.0	128,257	0.5	-	-
1220C	26,413	0.0	47,200	0.2	-	-
1230	307,889	0.7	101,236	0.4	-	-
TOTAL BUDGET	$46,762,310	100.0%	$21,589,271	100.0%	$2,774,393	100.0%

TABLE 19

COMPARISON OF AMOUNT BUDGETED, EXCLUSIVE OF THE CAB, FOR TITLE I PROJECTS DURING THE SCHOOL YEAR 1966-1967 WITH THE SUMMER 1967[a] (BY BUDGET ENTRY)

Budget Item	Total Amount Budgeted 1966-1967	Total Amount Budgeted Summer 1967
200A	45,943,841	8,258,307
200B	85,191	71,320
200C	13,945	17,675
200D	47,689	61,188
200E	1,493,462	635,625
200F	533,707	867,866
300A	943,841	373,038
300B	1,160	-
400A	287,011	17,534
400B	168,000	1,584
500B	327,225	521,304
600B	363,475	221,137
700B	8,000	-
800A	7,753,391	92,472
800B	27,463	800
900B	852,278	150,421
1000A	-	1,250
1000B	-	15,620
1100A	58,000	249,971
1100B	5,911	128,257
1220C	71,413	2,200
1230	430,856	22,546
TOTAL	$59,415,859	$11,710,115

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[a] The projects in the summer 1967 total are listed in the text.

Youth Corps; College Bound; Head Start, Program for Institutionalized Children; and Decentralized Programs for Children. Although in FY 1967 there was an increase in the total title I funds for New York City, approximately the same amount of money was budgeted for summer 1967 projects as had been budgeted for summer 1966 projects. There was an increase in the total number of summer projects proposed.

THE TITLE I BUDGET, 1967-68

For the current 1967-68 school year, the unrevised budget allocations appended to the original project applications submitted to the state department were used in the presentations below. Only data for the regular school year can be summarized; it should be kept in mind that these figures are subject to modification and revision.

All Projects Combined

Table 20 summarizes the total amount budgeted for central administration and for projects for public school children, for both public and nonpublic school children, and for nonpublic school children. The projects included in these categories are listed in Tables 4.1, 4.2, and 4.3, Chapter III. Total allocations for decentralized projects developed locally (unmandated)are included in the category of projects for both public and nonpublic school children, with the following exceptions: The Homework Helper program and Operation Return are included in the PS total.

TABLE 20

DISTRIBUTION OF THE TOTAL BUDGET
FOR TITLE I 1967-68 PROJECTS

Projects	Total Amount Budgeted[a]	Per Cent of Total
CAB	3,037,450	4.4
Public School	43,589,451	63.3
Public/Nonpublic	19,099,873	27.8
Nonpublic Schools	3,099,451	4.5
Total	$ 68,826,225	100.0 %

[a] Does not include budgets for summer projects.

The percentage allocated to the CAB and the percentage budgeted for projects for public school children were about the same as in 1966-67. There was an increase from 1966-67 in the amount of money budgeted for projects for children from the nonpublic schools. The total amount budgeted by the April 7, 1968 cutoff date was approximately 96 per cent of the $71,513,046 available for New York City for FY 1968. This includes only the projects listed in the tables in Chapter III; other spring, and all summer projects this year must be financed from the accruals.

Table 20.1 presents, for all projects combined, the allocation of title I funds exclusive of the CAB for 1967-68. These figures are not comparable to the previous years: they represent the unrevised allocations, and do not include some spring and summer projects.

Projects for Public, Both Public and Nonpublic, and Nonpublic School Children

Table 20.2 summarizes the project commitments for 1967-68, by budget items (CAB excluded), for title I projects for public school, public and nonpublic school, and nonpublic school children. At this writing these budget commitments were in the process of being revised, and at best only approximate the final budget for the regular school year. Tables D7 through D9, in Appendix D, present the budget allocations for each separate project for public school children, both public and nonpublic school children, and nonpublic school children respectively.

Seventy-five per cent of the amount budgeted for projects (regular school year) for public school children was budgeted for salaries for instruction (200A), somewhat less than last year. Salaries for instruction accounted to approximately 64 per cent of the total amount of money assigned for projects for children from public and nonpublic schools, as compared with 71 per cent in FY 1967. For projects for nonpublic school children, the percentage for salaries of the total funds budgeted remained about the same as it was the previous, 1966-67 year, about two-thirds of the total.

COMPARATIVE SUMMARY, 1965-68

Tables 21, 22, and 23 summarize the three-year budgeting trend for projects for public school, both public and nonpublic

TABLE 20.1

AMOUNT AND PERCENTAGE BUDGETED, EXCLUSIVE OF THE CAB, FOR ALL TITLE I PROJECTS 1967-68[a] (BY BUDGET ENTRY)

Budget Item	Total Amounts Budgeted	% of Total
200A	47,022,732	71.5
200B	243,764	0.4
200C	103,520	0.1
200D	122,694	0.2
200E	2,264,620	3.4
200F	2,106,001	3.2
300A	1,507,246	2.3
300B	21,650	0.0
400A	438,773	0.7
400B	38,848	0.1
500B	75,003	0.1
500C	241,799	0.4
600B	85,822	0.1
700B	35,400	0.0
800A	9,825,083	15.0
800B	10,400	0.0
900A	258,568	0.4
900B	133,231	0.2
1000A	111,730	0.2
1000B	35,089	0.0
1100A	605,450	1.0
1100B	205,015	0.3
1220C	21,515	0.0
1230	274,822	0.4
TOTAL	$65,788,775	100.0%

[a] Does not include summer 1968 projects.

TABLE 20.2

COMPARISON OF AMOUNTS BUDGETED, EXCLUSIVE OF THE CAB, FOR TITLE I 1967-1968 PROJECTS FOR PUBLIC, BOTH PUBLIC AND NONPUBLIC, AND NONPUBLIC SCHOOL CHILDREN (BY BUDGET ENTRY)

Budget Item	Total Amounts Budgeted (Exclusive of the CAB)					
	PS Amount	% of Total	PS & NPS Amount	% of Total	NPS Amount	% of Total
200A	32,718,707	75.1	12,279,139	64.3	2,024,886	65.3
200B	72,277	0.2	138,040	1.0	33,447	1.0
200C	930	0.0	85,507	0.4	17,083	0.5
200D	22,199	0.1	98,285	0.5	2,210	0.0
200E	1,495,686	3.4	614,231	3.2	154,703	5.0
200F	138,630	0.3	1,932,221	10.1	35,150	1.1
300A	822,399	1.9	547,922	3.0	136,925	4.4
300B	1,426	0.0	4,062	0.0	16,162	0.5
400A	100,057	0.2	90,977	0.5	247,739	7.9
400B	15,000	0.0	175	0.0	23,673	1.0
500B	10,500	0.0	64,503	0.3	-	-
500C	22,731	0.1	124,393	0.7	94,675	3.0
600B	-	-	85,741	0.5	81	0.0
700B	50	0.0	350	0.0	35,000	1.1
800A	7,900,854	18.1	1,669,101	8.7	255,128	8.2
800B	1,800	0.0	8,600	0.0	-	-
900A	-	-	258,568	1.3	-	-
900B	133,231	0.3	-	-	-	-
1000A	-	-	111,730	0.5	-	-
1000B	-	-	35,089	0.1	-	-
1100A	53,188	0.1	552,262	2.9	-	-
1100B	-	-	205,015	1.0	-	-
1220C	21,515	0.1	-	-	-	-
1230	58,271	0.1	193,962	1.0	22,589	1.0
TOTAL	$43,589,451	100.0%	$19,099,873	100.0%	$3,099,451	100.0%

school, and nonpublic school children, respectively. The dollar amounts, exclusive of the CAB, are presented by budget entry items; percentages, indicating the proportion each item is of the total, are included.

During the first year, fewer total budget entries were used, due to two factors. At first, the Board of Education being less familiar with the budgeting process tended to combine entries. Second, in the later years, the Board of Education committed funds to more diverse activities; that is, programs were designed requiring more varied techniques for effective implementation.

As can be seen in Table 21 , the total amount (exclusive of the CAB) allocated to all projects for public school children increased by approximately $2.2 million from 1965-66 to 1966-67, although it was proportionally less of the total budget (all projects and CAB combined). In 1967-68, without the summer projects for public school children, the total allocation was less than it had been previously (Table 21), although it was proportionally the same as in 1966-67.

For projects planned for the children from both public and nonpublic schools, a different pattern is apparent. As presented in Table 22 , the total allocation for 1966-67 was about $3.1 million more than in the previous year, and was approximately 29 per cent of of the total budget (all projects and CAB combined); for 1967-68, even without the summer projects, most of which are usually planned for children from both types of schools, the total allocation was somewhat relatively and proportionally larger than it was in the first year. Somewhat less money was allocated during 1966-67 for projects for nonpublic school children than during either of the years. (Table 23)

Salaries for instruction, for all three categories of projects, accounted for a greater proportion of the 1966-67 budgets, as compared with the 1965-66 or 1967-68 school year. During the first year, as compared with the later years, proportionally more funds were committed to instructional costs, other than salaries. With the exception of projects proposed for public school children, more money was allotted to equipment (1230) during the first year than during either of the following two years.

More precise budgeting can be anticipated once the complete

TABLE 21

COMPARISON OF AMOUNT BUDGETED, EXCLUSIVE OF THE CAB, FOR TITLE I PROJECTS FOR PUBLIC SCHOOL CHILDREN, 1965 TO 1968
(BY BUDGET ENTRY)

Budget Item	1965-66		1966-67		1967-68[a]	
	Amount	% of Total	Amount	% of Total	Amount	% of Total
200A	31,460,978	70.1	37,053,361	79.2	32,718,707	75.1
200B	(	)	66,300	0.1	72,277	0.2
200C	(	)	12,000	0.0	930	0.0
200D	(2,063,450	4.5)	32,089	0.1	22,199	0.1
200E	(	)	983,157	2.1	1,495,686	3.4
200F	(	)	171,399	0.4	138,630	0.3
300A	77,730	0.1	389,370	0.8	822,399	1.9
300B	-	-	1,160	0.0	1,426	0.0
400A	994,763	2.2	150,511	0.3	100,057	0.2
400B	-	-	168,000	0.4	15,000	0.0
500B	10,400	0.0	75,110	0.2	10,500	0.0
500C	-	-	-	-	22,731	0.1
600B	6,145	0.0	-	-	-	-
700B	-	-	-	-	50	0.0
800A&B	8,485,673	18.9	6,967,812	15.0	7,902,654	18.1
900A	72	0.0	-	-	-	-
900B	61,723	0.1	293,828	0.6	133,231	0.3
1000A	202,358	0.4	-	-	-	-
1000B	146,217	0.3	-	-	-	-
1100A	-	-	58,000	0.1	53,188	0.1
1100B	-	-	5,911	0.0	-	-
1220C	1,175,758	3.0	26,413	0.0	21,515	0.1
1230	194,028	0.4	307,889	0.7	58,271	0.1
TOTAL	$44,879,295	100.0%	$46,762,310	100.0%	$43,589,451	100.0%

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[a] Figures for 1967-68 are not strictly comparable to figures for previous years; they have not been revised and do not include some spring and summer projects.

TABLE 22

COMPARISON OF AMOUNT BUDGETED, EXCLUSIVE OF THE CAB, FOR TITLE I PROJECTS FOR PUBLIC SCHOOL AND NONPUBLIC SCHOOL CHILDREN, 1965 TO 1968 (BY BUDGET ENTRY)

Budget Item	1965-66		1966-67		1967-68[a]	
	Amount	% of Total	Amount	% of Total	Amount	% of Total
200A	9,047,092	49.0	15,313,988	71.0	12,279,139	64.3
200B	(	)	72,711	0.3	138,040	1.0
200C	(	)	19,620	0.1	85,507	0.4
200D	(4,672,555	25.2)	74,480	0.3	98,285	0.5
200E	(	)	952,434	4.4	614,231	3.2
200F	(	)	1,094,142	5.0	1,932,221	10.1
300A			782,575	4.0	547,922	3.0
300B	-	-	-	-	4,062	0.0
400A	27,435	0.1	142,034	0.6	90,977	0.5
400B	-	-	1,584	0.0	175	0.0
500B	194,055	1.0	640,648	3.0	-	-
500C	-	-	-	-	124,393	0.7
600B	243,280	1.3	584,612	2.7	150,244	0.8
700B	-	-	8,000	0.0	350	0.0
800A&B	575,127	3.1	650,034	3.0	1,677,701	8.7
900A	-	-	-	-	258,565	1.3
900B	50,177	0.2	708,871	3.3	-	-
1000A	-	-	1,250	0.0	111,730	0.5
1000B	-	-	15,620	0.0	35,089	0.1
1100A	-	-	249,971	1.2	552,262	2.9
1100B	-	-	128,257	0.5	205,015	1.0
1220C	1,944,000	10.5	47,200	0.2	-	-
1230	1,777,702	9.6	101,236	0.4	193,962	1.0
TOTAL	$18,531,423	100.0%	$21,589,271	100.0%	$19,099,873	100.0%

[a] Figures for 1967-68 are not strictly comparable to figures for previous years; they have not been revised and do not include some spring and summer projects.

TABLE 23

COMPARISON OF AMOUNT BUDGETED, EXCLUSIVE OF THE CAB, FOR TITLE I PROJECTS FOR NONPUBLIC SCHOOL CHILDREN, 1965 TO 1968
(BY BUDGET ENTRY)

Budget Item	1965-66		1966-67		1967-68[a]	
	Amount	% of Total	Amount	% of Total	Amount	% of Total
200A	$1,515,868	43.0	$1,834,799	66.1	$2,024,886	65.3
200B	(	)	17,500	1.0	33,447	1.0
200C	(	)	-	-	17,083	0.5
200D	(813,153	23.1)	2,308	0.1	2,210	0.0
200E	(	)	193,496	7.0	154,703	5.0
200F	(	)	136,032	5.0	35,150	1.1
300A	-	-	144,930	5.2	136,925	4.4
300B	-	-	-	-	16,162	0.5
400A	-	-	12,000	0.0	247,739	7.9
400B	-	-	-	-	23,673	1.0
500B	3,296	0.0	132,771	4.8	-	-
500C	-	-	-	-	94,675	3.0
600B	62,158	2.0	-	-	81	0.0
700B	-	-	-	-	35,000	1.1
800A&B	53,609	1.5	256,280[b]	9.2	255,128[b]	8.2
900A	-	-	-	-	-	-
900B	50	0.0	-	-	-	-
1000A	-	-	-	-	-	-
1000B	-	-	-	-	-	-
1100A	-	-	-	-	-	-
1100B	-	-	-	-	-	-
1220C	-	-	-	-	-	-
1230	1,073,530	30.4	44,277	1.6	22,589	1.0
TOTAL	$3,521,664	100.0%	$2,774,393	100.0%	$3,099,451	100.0%

[a] Figures for 1967-68 are not strictly comparable to figures for previous years; they have not been revised and do not include some spring and summer projects.

[b] 800A. No money was allocated to 800B.

data on expenditures become available. For example, allocations for salaries for instruction seem to be leveling off; based on the figures for 1965-66, about three-quarters of these commitments will be expended. However, if it has become easier to staff the projects, either because recruiting is easier, or because the later projects were planned to utilize types of personnel more readily available, a greater proportion of the budgeted salaries will be expended, with a resulting decrease in accruals. If summer projects continue to be financed from accruals, trends in expenditures by budget item, become more important.

CHAPTER VI

PROJECT ALLOCATIONS

In the three years since the inauguration of the ESEA title I program, more than $200 million in Federal funds has been allocated to the New York City Board of Education. For the first fiscal year, 1966, the Federal allocation totaled $65 million. In fiscal 1967, it rose to nearly $70 million, and in the third year, fiscal 1968, the Federal funds earmarked for New York City increased to $71.5 million. This last allocation represents an increase of 10 per cent over the first year's grant.

The total national allocation of title I funds, however, does not reflect a similar upward trend. As previously noted, $1.2 billion was allocated nationally in FY 1966, $1.1 billion in FY 1967, and $1.2 billion in FY 1968, with the total national allocation in FY 1968 being only $14 million more than that of the first year, an increase of 1 per cent. Thus, New York City's increased allocation of Federal funds has been greater than that in the total national allocation.

In this chapter, data will be presented on the amount of funds budgeted by the Board of Education each year, for each title I project, for public school children, for both public and nonpublic school children, and for nonpublic school children. It should be noted that the classification of the projects is based on the categorization described in Chapter III.

SUMMARY OF ALLOCATIONS FOR PUBLIC SCHOOL, BOTH PUBLIC AND NONPUBLIC SCHOOL, AND NONPUBLIC SCHOOL CHILDREN

The proportion of funds, exclusive of the CAB, allocated for the three categories of projects -- projects for public school children, projects for both public and nonpublic school children -- has remained fairly constant over the three-year span. Approximately two-thirds of each year's budget was designated for projects for public school children. This ranged from a high of nearly $47 million in the second year, to a low of less than $44 million in the current, 1967-68, school year.

Of the remaining third of the total allocation, approximately 29 per cent was earmarked for programs for pupils from both the public and nonpublic schools. The annual allotment of funds for this category of projects fluctuated between $18 and $22 million.

Projects for children from nonpublic schools accounted for less than 5 per cent of the three-year total allocation, exclusive of the proportion of the central administration budget. It is quite probable that a sizeable part of the CAB is used for coordination with the nonpublic schools. In the first year, 1965-66, the allocation for projects for nonpublic school children was about \$3.8 million. In the following year, when more projects were planned for joint participation of children from both types of schools, it decreased to about \$3 million; in the third year, 1967-68, there was a slight increase over 1966-67 in the total allotment of title I funds.

ALLOCATION OF TITLE I FUNDS TO PROJECTS

Tables 24.1, 24.2, and 24.3 present the total allocation by project, exclusive of the CAB, for each year of title I for public school, public and nonpublic school, and nonpublic school children, respectively. These summary tables are based on the budget data summarized in Appendix D. It should be kept in mind that no summer projects are included for 1967-68.

Projects for Public School Children, 1965 to 1968

Among those projects designed for pupils from public schools (Table 24.1, page 194-5),four projects accounted for more than 68 per cent of the first year's budget, and nearly 65 per cent of the second year total. These four projects were: Comprehensive High School (Academic and Vocational combined); MES; Transitional Schools (Elementary and JHS combined); and Improved Services (Elementary and JHS combined).

As would be expected, in 1967-68 the Compensatory Education project (all school levels combined) received more than 34 per cent of the total title I budget for projects for public school children. As noted in Chapter III, this project had been designed to incorporate many title I services formerly supplied to the schools under the Improved Services, Transitional Schools, Middle Schools,and Services for Socially Maladjusted pupils projects.

According to the Summary,[1] during 1965-66 and 1966-67 the bulk of title I funds had been used for "general additions" to schools; about \$40 million was used in 1966-67 for this type of project. For

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[1] Summary, op. cit.

TABLE 24.1

BUDGETS AND PERCENTAGES (EXCLUSIVE OF THE CAB) FOR PROJECTS FOR PUBLIC SCHOOL PUPILS, 1965 TO 1968 (BY PROJECT)

Project	1965-66 Budget	%	1966-67 Budget	%	1967-68 Budget	%
Comprehensive AHS	$5,554,893	12.4	$5,823,914	12.4	-	-
Comprehensive VHS	2,814,343	6.3	2,658,975	5.7	-	-
Middle Schools	4,086,662	9.1	4,646,784	9.9	-	-
Transitional: Elem.	4,074,612	9.1	4,832,193	10.3	-	-
Transitional: JHS	2,590,753	5.8	2,566,233	5.5	-	-
SM, Selected Schools	223,150	0.5	308,979	0.7	-	-
Instruction, SM,"600"Schools	1,873,024	4.2	2,019,620	4.3	1,642,350	3.8
Supportive SM,Regular Sch.	655,630	1.5	712,065	1.5	-	-
Athletic Program	352,380	0.8	-	-	-	-
Curriculum, TT-SM	63,415	0.1	122,408[a]	0.1	-	-
Curriculum, TT-Career Guid.	66,654	0.1	130,540	0.3	-	-
Curriculum,Middle Schools	247,831	0.6	-	-	-	-
TT-Middle Schools	319,310	0.7	-	-	-	-
Speech Improvement	201,648	0.5	255,666	0.5	-	-
"Teacher-Moms"	2,334	0.0	-	-	-	-
CDDP	552,286	1.2	1,105,837	2.4	1,209,862	2.8
More Effective Schools	7,931,596	17.7	6,017,325	12.9	8,537,124	19.5
SUTEC	141,121	0.3	381,877	0.8	194,633	0.5
Improved Services:Elem.	6,511,919	14.5	6,834,790	14.6	-	-
Improved Services: JHS.	1,185,150	2.6	1,476,043	3.2	-	-
ASSC Remedial: Elem.	635,637	1.4	-[b]	-	-	-
ASSC: JHS	503,237	1.1	661,183	1.4	-	-
AS Center, IS 201M	-	-	74,949	0.2	-	-
Open Enrollment: Elem.	2,758,824	6.1	3,762,671	8.0	1,102,550	2.5
Open Enrollment: JHS	1,532,886	3.4	1,727,199	3.7	796,729	1.8
Open Enrollment: AHS	-	-	-	-	1,644,317	3.8
Aides for Libraries	-	-	192,647	0.4	-	-

[a] Project withdrawn although budgeted.

[b] ASSC-1966-67 is listed under Public and Nonpublic Schools.

TABLE 24.1 CONTINUED

Project	1965-66 Budget	%	1966-67 Budget	%	1967-68 Budget	%
Attendance, HS	-	-	26,552	0.1	-	-
College Bound	-	-	8,120[c]	0.0	2,904,986	6.7
Parent Followup	-	-	63,911	0.1	-	-
Internship for Principals.	-	-	106,316	0.3	-	-
English as 2nd Language	-	-	-	-	722,498	1.7
Kindergarten Aides	-	-	245,513	0.5	-	-
Early Childhood (Total)	-	-	-	-	8,347,785	19.1
Benjamin Franklin Cluster	-	-	-	-	137,527	0.3
Ben.Franklin:Urban Leag.Acad.	-	-	-	-	73,801	0.2
P 129K	-	-	-	-	101,682	0.2
Five Primary Schools	-	-	-	-	1,077,615	2.5
Natural Environment	-	-	-	-	13,056	0.0
Operation"Return"	-	-	-	-	139,870	0.3
Homework Helper	-	-	-	-	31,083	0.1
Compens.Educ.:Elem.	-	-	-	-	4,360,535	10.0
Compens.Educ.:IS & JHS	-	-	-	-	4,977,878	11.4
Compens.Educ.:AHS	-	-	-	-	3,400,354	7.8
Compens.Educ.:VHS	-	-	-	-	2,173,216	5.0
TOTAL	$44,879,295	100.0%	$46,762,310	100.0%	$43,589,451[d]	100.0%

[c] Planning Grant.

[d] Does not include Natural Science Program.

1967-68, the OSFAP planned to use only about $16 million for this type of project, and for next year, they plan to "transfer all such expenditures to the regular school budget, and to include them in the tax levy budget estimates for 1968-69."[2] This is apparent from inspection of the table; in 1965-66 the OE project was budgeted at approximately 10 per cent of the total funds for public school projects. In 1966-67, this project was to receive approximately 11 per cent of the total funds, while in 1967-68, even with the addition of high schools, this project was allotted only 8 per cent of the funds. This indicates, if there was no diminution in services, a transfer of funds to the regular school budget.

In 1965-66 the MES project was allotted approximately 18 per cent of the total funds allocated for projects in the public schools; in 1966-67, MES was budgeted at approximately 13 per cent of the total, while in 1967-68, approximately 20 per cent of the allotment was to be used to implement the MES program. In the first year, only the Comprehensive HS program was budgeted for a larger share, although in 1966-67 both the Comprehensive HS project and the Improved Services project received a larger proportion of the total funds. In the third year, MES was allotted $8.5 million; the total budget for the Early Childhood project was $8.3 million. The Compensatory Education program was budgeted at almost twice this amount.

Projects for Pupils from Public and Nonpublic Schools

Table 24.2 summarizes the allocation of title I funds for the individual projects for children from both the public and nonpublic schools. This table combines data presented in Appendix D.

In 1965-66, the Pre-K, the Kindergarten, and the Head Start programs accounted for 50 per cent of the total allotment of $18.5 million. In 1966-67, Pre-K was to receive 22 per cent of the allocation, an increase of approximately 3 per cent, while the Head Start program was budgeted at approximately 3 per cent less than in 1965-66. In 1967-68, the Pre-K project was budgeted at approximately 22 per cent of the funds, comparable to the proportion in the preceding year. The Kindergarten project, dropped as a distinct project after the first year (in 1966-67 there was a pilot project in two school districts), was part of the 1967-68 Early Childhood program.

The total budget for the Summer Day Schools program in 1966, was 21 per cent of the total budget (including elementary, JHS, AHS,

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[2] *Ibid*,p. 5

TABLE 24.2

BUDGETS AND PERCENTAGES (EXCLUSIVE OF THE CAB) FOR PROJECTS FOR BOTH PUBLIC SCHOOL AND NONPUBLIC SCHOOL PUPILS, 1965 TO 1968

(BY PROJECT)

Project	1965-66 Budget	%	1966-67 Budget	%	1967-68 Budget	%
Pre-Kindergarten	$3,521,823	19.0	$4,731,436	21.9	$4,124,120	21.6
Expanded Kindergarten	1,476,370	8.0	-	-	-	-
Head Start	4,276,304	23.1	3,825,453	17.7	-	-
ITTP	1,152,051	6.2	347,162	1.6	-	-
TT Institutes	2,204,577	11.9	738,584	3.4	258,249	1.4
Neighborhood Youth Corps	277,622	1.5	242,112	1.1	-	-
TV-AV Equipment	1,728,358	9.3	-	-	-	-
Summer School: Elem.	2,932,276	15.8	3,377,379	15.6	-	-
Summer School: JHS	239,245	1.3	764,973	3.6	-	-
Summer School: AHS	354,457	1.9	-	-	-	-
Summer School: VHS	66,393	0.4	93,246	0.4	-	-
Summer School: SM	301,947	1.6	364,990	1.7	-	-
Summer HS College Bound	-	-	356,384	1.7	-	-
Hearing-, Lang.-Impaired	-	-	86,874	0.4	-	-
Summer "400" Schools	-	-	12,572	0.1	-	-
Centers, Mentally Retar..	-	-	28,378	0.1	-	-
Schools, Mentally Retar.	-	-	73,912	0.3	-	-
Evening Guid. Centers	-	-	2,021,619	9.4	-	-
Decentral.Progs.for Children	-	-	1,495,945	6.9	13,120,811[a]	68.6
Summer Speech Clinics	-	-	46,173	0.2	-	-
Musical Talent Showcase	-	-	1,594	0.0	-	-
ASSC Remedial: Elem.	-	-	1,839,755	8.5	-	-
SPDC, Art	-	-	316,600	1.5	-	-
SPDC, Music	-	-	385,507	1.8	-	-
SPDC, Health Educ.	-	-	321,968	1.5	-	-
Prog.to Excite Potential	-	-	16,220	0.1	-	-
Auxiliary Aides	-	-	12,093[b]	0.1	759,769	4.0
Pregnant Girls, Dist.12	-	-	88,342	0.4	151,253	0.8
Pregnant Girls, Dist. 4	-	-	-	-	111,097	0.6
School-Parent Centers	-	-	-	-	41,035	0.2
Child Caring Institutions	-	-	- [c]	-	533,539	2.8
TOTAL	$18,531,423	100.0%	$21,589,271	100.0%	$19,099,873	100.0%

[a] Budget as of March 22, 1968. [b] Planning Grant. [c] See Summer Institutionalized for NPS 1966-67.

VHS, and SM). Approximately the same proportion of funds was allotted for similar programs for the summer of 1967. As noted, no summer budgets were available for the summer of 1968.

In the first year of title I, almost one-quarter of the funds were to be used for the Head Start project, with an additional quarter for the Summer Schools program; in 1966-67, about one-quarter was designated for the Summer Schools program, while slightly less was allotted to the Pre-K program. In 1967-68, more than 68 per cent of the $19 million allocated for projects for children from both public and nonpublic schools was to be used decentrally. In 1966-67 the decentralized programs for children were budgeted at approximately 7 per cent. The budget allocation for the decentralized projects in 1967-68 was the largest amount budgeted for any project any year.

Projects for Pupils from Nonpublic Schools

The annual budget allotment, by individual projects, is summarized in Table 24.3. The figures presented are for project totals exclusive of the CAB. As previously noted, the allocations for 1967-68 do not include summer 1968 projects.

In 1965-66, the total Educational Enrichment project (art, music, health education, library and clerical combined) was allotted approximately 50 per cent of the total budget for projects for children from nonpublic schools. In 1966-67, this program was open to children in both types of schools.

In the second year, and in the current 1967-68 year, the Corrective Reading and Math projects accounted for more than half of the respective budgets. Corrective Reading in 1965-66 was budgeted at approximately 14 per cent of the total budget, as compared with 30 per cent in the later years. The Corrective Math project was allotted approximately 23 per cent of the title I funds for both 1966-67 and 1967-68

Guidance programs were also emphasized in the allocations, accounting for approximately 17 per cent of the funds in 1965-66 (for Guidance Centers after school), and approximately 24 per cent of the 1966-67 and 1967-68 budgets.

SUMMARY OF NUMBER OF SCHOOLS PARTICIPATING IN TITLE I PROJECTS

Tables 25.1, 25.2, and 25.3, following, summarize the number of schools selected to participate in the title I projects proposed

TABLE 24.3

BUDGETS AND PERCENTAGES (EXCLUSIVE OF THE CAB) FOR PROJECTS FOR NONPUBLIC SCHOOL PUPILS, 1965 TO 1968

(BY PROJECT)

Project	1965-66 Budget	%	1966-67 Budget	%	1967-68 Budget	%
Corrective Reading	$475,562	13.5	$842,819	30.4	$913,677	29.5
Corrective Math	-	-	639,824	23.0	724,441	23.4
Speech Therapy: In School	62,330	1.8	221,755	8.0	309,875	10.0
Speech Therapy: After School	70,511	2.0	-	-	-	-
Speech Improvement	44,637	1.3	-	-	-	-
Demonstration, TT - Art	26,191	0.7	-	-	-	-
Demonstration, TT-Music	30,939	0.9	-	-	-	-
Demonstration, TT-Health Ed.	18,540	0.5	-	-	-	-
Demonstration, TT-Library	21,642	0.6	-	-	-	-
Demonstration, TT-Speech Imp.	70,670	2.0	-	-	-	-
Out-of-School Guid. Centers	606,332	17.2	-	-	-	-
In-School Clinical Guidance	-	-	662,840	23.9	760,866	24.4
ASSC, Remedial Tutorial	262,318	7.5	-	-	-	-
Educational Enrichment-Art	560,223	15.9	-[a]	-	-	-
Educational Enrichment-Music	448,155	12.7	-[a]	-	-	-
Educational Enrich.-Health Ed.	249,364	7.1	-[a]	-	-	-
Educational Enrich.-Library	432,437	12.3	-[a]	-	-	-
Educational Enrich.-Clerical	141,813	4.0	-[a]	-	-	-
Field Trips	-	-	111,955	4.0	107,515	3.5
Achievement Tests	-	-	88,140	3.2	62,798	2.0
TV-AV Teacher Training	-	-	21,734	0.8	-	-
16 Institutions	-	-	185,326	6.7	-[b]	-
Handicapped	-	-	-	-	119,379	3.9
English as 2nd Language	-	-	-	-	100,900	3.3
TOTAL	$3,521,664	100.0%	$2,774,393	100.0%	$3,099,451	100.0%

[a] See SPDC listings under Public and Nonpublic Projects for 1966-67.

[b] See Child-Caring Project for PS and NPS 1967-68.

for children from public schools, from both public and nonpublic schools, and from nonpublic schools respectively. These tables are helpful in illustrating to some degree the relative coverage of the different projects. The data were tabulated from the data presented for individual schools (see Appendix C), which were summarized by district and borough in Chapter IV. As noted previously, selection to participate does not guarantee participation.

Projects for Public School Children, Number of Schools, 1965 to 1968

The programs with the broadest coverage (i.e., those programs with the largest numbers of schools involved) for the first two years of title I were the Improved Services, the After School Study Centers (ASSC), and the Open Enrollment programs. As can be seen in Table 25.1, the Improved Services program was to be operative in a total of 230 schools during 1965-66 and 1966-67, while the ASSC project was to involve 206 schools in 1965-66 and 334 schools in 1966-67. One hundred seventy-two schools were to receive OE children (and services) in 1965-66, 172 schools in 1966-67, while in 1967-68, 144 schools (including AHS) were to participate in the OE program.

In 1966-67 Library Aides were to be assigned to almost 300 schools. In 1967-68 205 elementary, 75 JHS, and 45 high schools were designated as participants in the Compensatory Education project. About 251 schools were to participate in the Kindergarten Aides part of the Early Childhood project, with 165 designated for the grades 1 and 2 aspects of the project.

On the other hand, some projects involved a small number of schools -- the Special Primary Schools project in five elementary schools, and College Discovery in five HS centers. Several projects such as SUTEC, P129K, and Benjamin Franklin HS Cluster and Urban League Academies were operative in only one school. It should be noted that many of the schools listed were to be used as Centers, accommodating children from a great number of schools.

Projects for Public and Nonpublic School Children, Number of Schools, 1965 to 1968.

Table 25.2 summarizes the number of schools selected to participate in projects for public and nonpublic school children, 1965-66 to 1967-68.

The TV and AV Equipment project in 1965-66 had the broadest coverage; about 321 schools were to participate. Head Start Centers, located in about 260 schools, was also a large program. Note that in

TABLE 25.1

NUMBER OF PUBLIC SCHOOLS SELECTED TO PARTICIPATE IN TITLE I PROJECTS FOR PUBLIC SCHOOL PUPILS, 1965 to 1968 (BY PROJECT)

Projects[a]	1965-66	1966-67	1967-68
Comprehensive: AHS & VHS	79	79	-
Middle Schools	38	42	-
Transitional: Elementary	79	79	-
Transitional: JHS	37	37	-
Supportive (SM), Reg.Sch.	40	64	-
Athletic Program	61	-	-
Curriculum, TT-Career Guid.	-	52	-
TT-Middle Schools	70	-	-
Speech Improvement	25	25	-
CDDP	5	6	5
More Effective Schools	19	16	16
SUTEC	1	1	1
Improved Services: Elem.	206	206	-
Improved Services: JHS	24	24	-
ASSC: Elementary	159	-	-
ASSC: JHS	47	58	-
AS Center, IS 201M	-	1	-
Open Enrollment: Elem.	148	148	75
Open Enrollment: JHS	24	24	37
Open Enrollment: AHS	-	-	32
Aides for Libraries	-	296	-
Attendance, H.S.	-	4	-
College Bound	-	-	24
Internship for Principals	-	20	-
English as 2nd Language	-	-	103
Kindergarten Aides	-	42	-
Early Childhood[b]	-	-	251
Benjamin Franklin: Cluster	-	-	1
B.Franklin: Urban Leag.Acad.	-	-	1
P 129K	-	-	1
Five Schools	-	-	5
Compensatory Educ: Elem.	-	-	205
Compensatory Educ: JHS	-	-	75
Compensatory Educ: AHS&VHS	-	-	45

[a] Some projects are omitted from this table because they did not directly involve children or because the school building was used as a center. The following projects were excluded: Curriculum Development, SM; Curriculum Development, Middle Schools; Parent Participation Followup; Natural Environment; Operation Return; Homework Helper; Natural Science; SM, Selected Schools; SM, "600" Schools; and "Teacher-Moms."

[b] K Aide program only; 165 schools participated in grades 1 & 2 EC program.

TABLE 25.2

NUMBER OF SCHOOLS SELECTED TO PARTICIPATE IN TITLE I PROJECTS, FOR BOTH PUBLIC SCHOOL AND NONPUBLIC SCHOOL PUPILS, 1965 to 1968 (BY PROJECT)

Project[a]	1965-66	1966-67	1967-68
Pre-Kindergarten	132	148	153
Expanded Kindergarten	47	-	-
Head Start	259	259	-
TV-AV Equipment	321	-	-
Summer School: Elementary	98	101	-
Summer School: JHS	7	11	-
Summer School: AHS&VHS	6	2	-
Evening Guidance Centers	-	132	-
SPDC - Art, Music, H.E.[b]	-	276	-
Auxiliary Aides	-	-	256

[a] Some projects are omitted from this table because they did not directly involve children, or because the school building was used as a center. The following projects were excluded: ITTP; TT Institutes; School Parent Centers; Neighborhood Youth Corps; Decentralized Program; Musical Talent Showcase; Program to Excite Potential; Summer School SM; Summer HS College Bound; Hearing-, Language-Impaired; Summer "400" Schools; Centers, Mentally Retarded; Schools, Mentally Retarded; Summer Speech Clinics; Pregnant Girls, District 12; Pregnant Girls, District 4; and Child-Caring.

[b] For 1965-66, see Table 25.1.

1967-68, auxiliary aides were to be assigned to a total of 256 public and nonpublic schools.

Projects for Nonpublic School Children, Number of Schools, 1965 to 1968

As can be seen in Table 25.3, between 12 and 202 nonpublic schools were to be involved in one or another project during the three years of title I. The Corrective Reading project, the Corrective Math project, the In-School Guidance project, and the Field Trips project consistently involved a large number of schools.. Most projects in existence were expanded to include a larger number of schools in 1966-67 than in 1965-66, while generally there tended to be a slight decrease in the number of schools in 1967-68.

COSTS OF PROJECTS PER SCHOOL

When the budgets for the individual title I projects are examined from the viewpoint of the number of schools selected to participate, a wide range in cost per school becomes evident.

For example, in order to implement the ASSC project, there was to be an average expenditure of about $5,000 per school. The projects requiring more varied services would be more costly to implement. The Improved Services, Comprehensive HS, and MES programs have a per school budget ranging from $100,000 to $500,000 per year.

The expenditures of funds for title I projects tend to increase as school or grade level increases. For example, in the Transitional project in the elementary schools about $52,500 was budgeted per school in order to implement the project during 1965-66. However, at the JHS level, about $70,000 was budgeted per school for this same year. Similarly, in the Improved Services project, the average budget per elementary school was $31,000, while the average budget for the JHS was $50,000. This increase in expenditures for projects designed for the upper grade levels may be partly because the teacher-pupil ratio in the junior high schools is less than that in the elementary schools.

This analysis should be interpreted cautiously, because it does not consider the number of pupils involved in each program nor does it represent an unduplicated count of schools. That is, as already noted, a single school can be designated to participate in several different projects during any one year.

TABLE 25.3

NUMBER OF SCHOOLS SELECTED TO PARTICIPATE IN TITLE I PROJECTS, FOR NONPUBLIC SCHOOL PUPILS, 1965 to 1968, (BY PROJECT)

Project[a]	1965-66	1966-67	1967-68
Corrective Reading	131	182	167
Corrective Math	-	194	174
Speech Therapy: In School	80	151	187
Speech Improvement	16	-	-
Out-of-School Guid. Centers	64	-	-
In-School Clinical Guidance	-	184	181
Educational Enrichment,Art	162	-	-
Educational Enrichment,Music	162	-	-
Educational Enrich.,Health Ed.	162	-	-
Educational Enrich.,Library	162	-	-
Educational Enrich.,Clerical	162	-	-
Field Trips	-	202	180
Achievement Tests	-	202	177
Handicapped	-	-	12
English as 2nd Lanugage	-	-	64

[a] Some projects are omitted from this table because they did not directly involve children, or because the school building was used as a center. The following projects were not included: Demonstration, TT (Art, Music, Health Education, Library, Speech Improvement); TV-AV Teacher Training; and Summer Institutionalized.

No valid analysis of the cost effectiveness of the title I program overall, nor of the individual title I projects, can be made without consideration of the number of students affected by the funds. These data were not available.

Such a cost analysis is becoming increasingly needed in order to determine the most effective allocation of educational monies, particularly as one project competes with another for inclusion in the total school budget.

DISCUSSION

Early in March 1968, the Board of Education asked the Center for Urban Education to undertake a two-part study of the functioning of title I in the New York City schools, from its inception in 1965 through to the present. In this, the first part, an attempt has been made to present an overview of the operation, and a description of the activities undertaken under this title of the Elementary and Secondary Education Act of 1965. Although the scope of this study was contingent in part on what it was possible to present by the June publication date, the primary effort has been to provide the essential descriptive data that might form the basis for more intensive analyses of the operation of the program in the New York City schools.

Although the major focus of this first report has been on description rather than evaluation, it soon became evident, even at the level of description, that there are many problems arising from a variety of sources that impinge upon successful implementation of the program.

1. Problems Arising from the Legislative Process

To a large extent, the ESEA of 1965 came into being through the pressure of two highly vocal factions that brought influence to bear upon the 89th Congress -- groups opposed to segregation in public schools, and groups espousing the interests of church-related schools. To be sure, the Congress also recognized the need to provide assistance to state and local educational agencies that were unable to cope with the costs of developing effective programs for their disadvantaged children.

Further, the funds appropriated under the act represented a compromise between meeting needs in educational areas and needs in all the other areas of Federal concern -- defense, poverty, space, housing, etc. Pressures for funding in all of these areas of national concern can be expected to influence future legislation and the size of the congressional authorizations for education.Local communities cannot be certain of a steady flow of funds at the present level for all time to come. The lack of definitiveness in funding does not make for the development of an effective long-range program for meeting educational needs. Thus, ESEA functions in an unstable setting, subject to vigorous pressures and counter-pressures. As a result, the local community operates in a general atmosphere of uncertainty.

2. Problems in Working with the Nonpublic Schools

At the moment, it appears that the New York City Board of Education and representatives of the nonpublic schools have achieved a satisfactory working arrangement, although there are some areas of difficulty that have not yet been completely resolved. The current balance, in any case, may be only temporary.

The outcomes of the cases having to do with the relations of public and nonpublic schools currently before the Supreme Court undoubtedly will have implications that will affect existing arrangements. Should the Court decide that the "child benefit" theory, basic to the expenditures of title I funds in projects for children from nonpublic schools, violates the constitutional separation of church and state, it would be unlikely that the act would continue to receive the endorsement of representatives of the nonpublic schools. In such an eventuality, it may be anticipated that the pressure on state and local governments by representatives of nonpublic schools for reduction of appropriations for public schools may increase.

On the other hand, should the courts decide that ESEA funds can continue to be used for diadvantaged pupils attending nonpublic schools, it is likely that the nonpublic schools will want a larger share of allocations and more discretionary control over the use of the funds. This could conceivably lead to new definitions , new tests of limits, and in turn, new legal battles. In the light of this uncertainty, the strengthening of existing arrangements between the Board of Education and representatives of the nonpublic schools may be looked upon as imperative.

3. Problems in Working with Poverty Agencies

There are several points at which problems have developed in implementing the act's requirement that the LEA work cooperatively with the local poverty agency in organizing projects under title I. The New York City Board of Education has had difficulty in developing a working relationship with the Council Against Poverty, the citywide poverty agency, for several reasons. The CAP has long been engaged in an internal upheaval, resulting in several organizational restructurings; there has been considerable turnover of representatives on the Council, and little continuity has been maintained. To some degree, the Board of Education has been uncertain of the extent to which the CAP is truly representative of the larger community and of the degree to which its members are truly representative of the Council.

Although the intent of the act is quite clear in indicating that title I projects are to be a cooperative venture on the part of the LEA and (in New York City) the CAP, the Guidelines established by the United States Office of Education state explicitly that "these guidelines should in no way be interpreted as giving local community action agencies a veto over title I programs." In spite of this directive, a major point of contention apparently existed over the question of veto power. In practice, the argument centers about whose judgment concerning the need for a given project, that of the Board of Education or that of the community group, is to prevail. Since one can expect differences of opinion to arise in the future, it is evident that this problem area will persist for some time.

It should be noted, too, that the Board of Education, in line with its program of school decentralization, has allocated funds for title I projects to the 30 district superintendents and to those demonstration districts that operate under their own governing boards. On the district level, as on the citywide level, title I projects must be developed cooperatively. Unfortunately, poverty areas, each involving a different community agency, are not generally contiguous with school district boundaries. As a result, there is overlapping jurisdiction. On the one hand, a district superintendent may have to deal with several different community agencies; on the other, one community agency may have to work with several district superintendents.

If the Board continues to allocate some of its title I funds to district superintendents, problems on the local level, similar to those on the citywide level, may be anticipated. Local school officials, local community agencies, and local nonpublic schools have had little experience in working together, particularly in planning and developing projects. Both on the citywide level and the district level, there is clearly a need for the development of stable working relationships as a means of reducing areas of friction.

One problem to which attention should be directed is that of the designation of "official" poverty areas; particularly, to changes in such designations. Although existing procedures take cognizance of changes occasioned by shifts in population, such changes often result in discontinuance of services in a given school at the end of a year. In effect, during the operational span of a project, schools may be added and deleted not on the basis of educational needs, but merely on the basis of geographic location. It would appear that a working agreement should be developed between the Board of Education and the CAP to insure maintenance of poverty area boundaries after a given cutoff date. It might be well, too, if the Board of Education were to consider maintenance of service to schools excluded because of change in boundaries via tax levy rather than title I funds.

4. Problems in Cooperative Funding

The ESEA, as passed, encouraged cooperative funding of projects for disadvantaged children. There are many instances in which the Board of Education has used tax levy funds, in addition to funds from title I, from the Office of Economic Opportunity, from New York State, and from the Human Resources Administration, to finance a project. Some of these jointly funded projects include Head Start, Neighborhood Youth Corps, College Discovery and Development, and the Auxiliary Nonprofessional Personnel program.

However, the act also implied an interrelationship between the various titles, as well as joint financing of projects from various ESEA and non-ESEA sources, and the former procedure has been used much less often. OSFAP only occasionally has used funds from two or more titles of the ESEA to implement a given project, i.e., TV-AV equipment (titles I and II), School Aides for Libraries (titles I and II), SUTEC (titles I and IV), and project PEP (titles I and III). Project PEP is the only project in which funds from titles I and III have been applied. Title I funds were used, as noted, to provide room, board, and transportation to and from a college campus; title III funds for the instructional program. It would appear that there are many more instances in which such cooperative funding under titles I and III might be undertaken. To some extent, the failure to develop greater cooperative funding under these two titles may lie in the fact that OSFAP is responsible for administering all titles of the ESEA with the exception of title III, for which a separate administative unit is responsible.

Thus, it would seem wise to explore the relationship between the groups within the Board of Education administering funds from outside sources. The existing organizational pattern does not appear to be consonant with sound administrative practice.

5. Problems in Administration

Planning educational activities is in itself a complex process. This planning is made even more complex by the rules and regulations governing administration of title I -- the Federal appropriations cycle, the uncertainty of the amount of funds forthcoming, the multiplicity of forms, the changes in eligibility requirements, and the revisions in state and Federal guidelines. The process in practice is not as orderly as one would infer from the descriptions of the procedures presented in Chapter II.

Although title I funds represent a relatively small portion of the total monies available to the Board of Education to conduct its educational program, the Elementary and Secondary Education Act calls for maintenance of so much data, requires submission of so many forms, in so many duplicates, and builds in so many checks and balances -- that from the very inception the Board's administrative unit was understaffed. Looking at the central administration budget over a three-year time period, it is apparent that it is still understaffed.

The consequences of operating with an administrative staff that is too small is most evident in the problems that arise in record-keeping. The act and the guidelines established duplicate procedures, forms, and checks and balances for planning, budgeting, and reporting. The Board of Education has not completely succeeded in systematizing many of these practices. For example, records relating to revisions and modifications of a particular project were often misfiled, lost, and unavailable to us; at times, the administrative unit could not locate parts of records. In some instances, only a single copy of information was available for use, which often resulted in constant "borrowing." Other records were kept in forms not readily interpretable. Because of the time pressures on the key personnel, some records were never maintained, simply because there was so much to be done that there was no opportunity to record a piece of information. As a result, much of the data needed for an analysis of trends, or for a cost analysis of expenditures, simply is not available.

There is a clear need for a critical examination of the entire process of maintenance of information. Data on expenditures, changes in eligibility and in participating schools and pupils, for example, are necessary for estimating progress and aiding in planning, and are of interest to the public; this information should be collected and maintained, and publicized, in a systematic way. In addition, the act encouraged participation of many agencies, on many levels, in the evaluating and reporting process, yet the reports to the states and the State's report has not been adequate.

New studies are being planned and executed at the national level to alleviate the gaps in the data reported to the Federal government, but reorganization of the Board's approach need not wait upon completion of these studies.

6. Problems in Planning

At the present time, the central administrative staff, seriously undermanned as it is, is responsible for the development and implementation of title I projects, as well as for long-range planning. As one would expect, immediate demands take precedence when staff is limited in number -- long-range goals for a title I program have not been developed. At the present time, the act has been extended to 1970, and reasonable estimates of allocations of future funds can be made, even though exact allocations are not known. It might be well to organize a sub-unit within the central administrative staff that would concentrate on the development of long-range objectives of the title I program, and would explore the development of projects designed to meet these objectives.

While long-range planning has been virtually neglected in the total title I program, there are also serious shortcomings in the planning of yearly activities, again due to staff shortages. There apparently has been little attempt to consider the impact of the total program upon an individual school. For example, once a school has met the criteria for eligibility (largely geographic in nature), it may be selected for inclusion in any title I project. No systematic basis is utilized in assigning schools to individual projects -- in particular, there is no independent estimate of the needs of the pupils in an individual school. The indications are that the administrative staff has been so burdened by the problem of getting the program under way that little time has been available for program review and evaluation. Indeed, the problems involved in organizing and cycling projects and the time sequence that governs organization and cycling does not permit the gathering and analysis of data concerning effectiveness of projects in a manner designed to assure maximum effectiveness.

Again, inadequacies in this area cannot be attributed to weaknesses on the partof the central administrative staff. One must remember that evaluation of programs, due to the lack of adequate research and evaluation staff at the Board of Education, is contracted to outside agencies, and the procedural complexities of this relationship so far have not been resolved satisfactorily. For example, contracts with these agencies are often signed long after the start of the school year in which a given project is introduced, although the evaluative agency, as all authorities in the field will agree, should participate in the planning stages of the project.

This list of six problem areas covers the most apparent difficulties that currently exist in the administration and implementation of the program. It must be emphasized that this detailing of difficulties should not be looked upon as an evaluation of the effectiveness of the operation of the title I program by the New York City Board of Education. Such an evaluation would examine the impact of individual projects upon the children, the teachers, the schools, and the community. The second of the two-part study will attack this problem of program effectiveness.

APPENDIX A

1966 AND 1967 AMENDMENTS TO THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Amendments A1

New Titles A4

APPENDIX A

1966 AND 1967 AMENDMENTS, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

A summary of selected amendments to the ESEA of 1965, and a description of the titles later created by amendment, are presented in this Appendix.

Titles II, III, IV, and V

Title II. The original authorization of $100 million for fiscal 1966, to help the local educational agencies (LEAs) provide up-to-date texts, library books, and other materials, was increased to $125 million for 1967 and to $150 million for 1968.[1] Actual appropriations for fiscal 1967 were $105 million.

The method of appropriating title II funds among the states and territories or outlying areas has remained essentially unchanged, except that an additional small percentage (one per cent) of funds was added to the outlying areas to help provide for the two new groups of children covered by 1967 amendment -- children in schools operated by the Bureau of Indian Affairs (BIA), and children of Armed Forces Personnel in overseas schools operated by the Department of Defense.

Title III. Congress, in 1965, authorized $175 million for title III for fiscal year 1967 and $500 million for fiscal 1968 for grants to states for supplementary educational services and centers, as well as an additional amount (equal to three per cent of the appropriation) for children in BIA and Department of Defense operated schools.[2] New facilities funded under title III, like those under title I, must be usable by handicapped children. PL 90-247 authorized the appropriation of funds through FY 1970.

In keeping with President Johnson's proposal that part of the title III funds be used for planning innovative school construction to cope with overcrowding, obsolescence, and segregation, some educational agencies have used the funds to plan educational parks. Beginning in fiscal 1968, school districts will be able to apply title III funds toward such critical needs as the replacement of inadequate facilities and preschool education. Also, projects for teacher training and for the training of educational research personnel may be supported under this title.

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[1] Congressional Quarterly, Inc., Congressional Quarterly Weekly Report, October 21, 1966, Vol. XXIV, No. 42, p. 2582.

[2] Ibid.

As amended, a grant under this title, pursuant to an approved state plan, may be made to a local educational agency or agencies only upon satisfactory assurance that, in the planning and carrying out of the program, there will be participation by people broadly representative of the cultural and educational resources of the area to be served. There shall be established within the state educational agency, a state advisory council which assists in the preparation of the state plan and policy matters arising from its administration, and reviews and makes recommendations on the action to be taken with respect to each application for a grant.[3] In addition, the state plan shall establish criteria for achieving an equitable distribution of financial assistance. The state plan must include adoption of effective procedures for the evaluation of programs and the dissemination of information by the state advisory council. The amendments for 1967 limited the percentage of funds for various categories of activities, and established, by January 31, 1968, a National Advisory Council on Supplementary Centers and Services.[4]

Title IV. In 1965, $100 million was authorized for a five-year period for the construction of regional laboratories with additional funds for the research and training provisions of the Cooperative Research Act. The total appropriation for fiscal year 1966 was $70 million. The total appropriation for fiscal year 1967 remained the same, although the $20 million allotted in 1966 for the construction of laboratories was reduced to $17 million.[5]

In the amendments of 1966, Congress provided that research training contracts may be made with private organizations other than nonprofit agencies. No further amendments have been made in title IV.

Title V. Funds have been used by the states to facilitate their evaluations of their programs and activities, to identify the programs' strengths and weaknesses, and to establish priorities for program improvement. Several changes were made in 1966, including provision for the funding of demonstration and evaluation projects to insure that the benefits of preschool programs are continued in the early elementary grades.[6] The authorized appropriation was $25 million for FY 1966,

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[3] Summary H.R. 7819 -- The Elementary and Secondary Amendments of 1967, as passed by the Senate and the House of Representatives, December 15, 1967, p. 3.

[4] PL 90-247, Sec. 309(a)

[5] Office of Education, U.S. Department of Health, Education, and Welfare, What's New in the ESEA Amendments, Amer. Educ., February 1967, Vol. 3, pp. 18-20.

[6] Ibid.

$30 million for FY 1967, and $50 million for FY 1968. PL 90-247 increased the FY 1968 appropriation to $65 million and extended the funding through FY 1970.

Beginning in fiscal 1969, the state share of funds appropriated will be 95 per cent (the U.S. Office of Education will administer the remaining five per cent) of which ten per cent of the appropriated funds must go to the local educational agencies.

The appropriation formula was amended in 1967. In the revised formula for fiscal 1968, 40 per cent of the apportionment was to be equally allocated among the states, and the remaining funds apportioned on the basis of the number of public school pupils in the states. A new paragraph, added to PL 90-247,[7] provided for "programs and other activities specifically designed to encourage the full and adequate utilization and acceptance of auxiliary personnel (such as teacher aides) in elementary and secondary schools on a permanent basis."

Title VI. Title VI was changed by amendment[8] to Assistance to States for the Education of Handicapped Children. Although the U.S. Office of Education had extended assistance to handicapped children, Congress felt that much of the effectiveness of their programs was lost because of the decentralized administration of the Office of Education's program. Title VI provided for the establishment, by July 1967, of a bureau for the education and training of handicapped children.[9]

Funds were authorized through 1970 for the initiation, expansion, and improvement of programs and projects. The ratio of handicapped children, aged 3 to 21, in each state to the number of such children in all states was the basis on which funds were allocated.

In the most recent amendments, the existing programs under title VI became part "A" of the title. To this were added new parts "B," "C," and "D." Part "B" established a program of Regional Resource Centers to determine, through testing and evaluation, the special needs of handicapped children; to develop programs designed to meet those needs; and to provide consultative and other technical services to assist schools, organizations, institutions, etc., that provide educational services to the handicapped.[10] Part "C" of the title authorized a limited number of model centers for deaf and blind children. Part "D" authorized grants and contracts to agencies with projects for encouraging professional personnel to work in educational programs for handicapped children, and for the dissemination of information.

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[7] PL 90-247, Sec. 144(7)

[8] PL 89-750, Sec. 601(a)

[9] What's New in the ESEA Amendments, op. cit.

[10] PL 90-247, Sec. 608(b)

New Titles

With the amending of title VI in 1966, the General Provisions became title VII, General Provisions of the Act. With the 1967 amendments a new title VII, Bilingual Educational Programs, was added, and the "general provisions" became the new title VIII.[11]

Title VII. Grants under this title may be used for planning and developing bilingual education programs; for providing preservice and inservice training; and for establishing and maintaining programs, including the acquisition of teaching materials and equipment, designed to meet the special educational needs of children of limited English-speaking ability.

Fifteen million dollars was authorized for fiscal 1968, $30 million for fiscal 1969, and $40 million for fiscal 1970. In determining the distribution of the funds, the highest priority is to be given to states and areas having the greatest need for such programs, considering the number of children aged 3 to 18 with limited English-speaking ability. Grants may be made to local educational agencies and to institutions of higher learning applying jointly with a local educational agency.

Title VIII. Under the new General Provisions, Congress amended the authorization of funds for dissemination of information activities, and added a new program to provide counseling and technical assistance to elementary and secondary schools in low-income rural areas to help them obtain and effectively use Federal funds. The original authorization was for $1.5 million for fiscal 1967 and $2 million for fiscal 1968. The modification increased the funds to $3.5 million for fiscal year 1968, $3.7 million for fiscal 1969, and $4 million for fiscal year 1970.[12]

In 1966, a general provision was added stipulating that nothing in the act may be construed to require the assignment or transportation of teachers or students to overcome racial imbalance.

The legislation also provided that action on the application of an LEA "may not be deferred for more than 90 days on the basis of alleged noncompliance with title VI of the Civil Rights Act of 1964, unless there has been an express finding on the record of a hearing that the agency is in noncompliance with the Civil Rights Act."[13]

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[11] PL 90-247

[12] Office of Education, U.S. Department of Health, Education, and Welfare, The Elementary and Secondary Education Amendments of 1967, Washington, D.C.

[13] What's New in the ESEA Amendments, op. cit.

APPENDIX B

EVALUATION REPORTS OF TITLE I PROJECTS

1965-66 Evaluation Reports B1
1966-67 Evaluation Reports B4
1967-68 Interim Reports B8

APPENDIX B

EVALUATION REPORTS OF TITLE I PROJECTS

A bibliographic listing of the reports evaluating title I projects in the New York City schools follows.

1965-66 EVALUATION REPORTS, PROJECTS FOR PUBLIC SCHOOL PUPILS

Bolger, P. A. Evaluation of the Interscholastic Athletic Program of 1965-1966. BER,[1] No. 22-464-12, December 1966.

Cohen, R. S. Redevelopment of a Curriculum for Socially Maladjusted and Emotionally Disturbed Children with a Corollary of Teacher Training. CUE,[2] August 1966.

Fox, D. J. Free-Choice Open Enrollment: Elementary Schools. CUE, August 1966.

Fox, D. J., et al. Improved Services in Selected Schools. CUE, August 1966.

Frankel, E. The Four-Year Comprehensive High School Program: Ninth Year Transfer Plan. CUE, August 1966.

Gewirtz, M., et al. SUTEC: A Project to Demonstrate the Effectiveness of a School-University Teacher Education Center in Preparing Teachers of Disadvantaged Children. CUE, August 1966.

Heller, B. R. A Special Enrichment Program Geared to Excellence for Schools in Transitional Areas. CUE, August 1966.

Kravetz, N., et al. The More Effective Schools Program. CUE, August 1966.

Lolis, K. The Purposes, Goals, and Plans of the "Teacher-Moms" Program. BER, No. 22-473. (Rexographed, 4 pages.)

Long, C. M. A Project to Develop a Curriculum for Disadvantaged Students in the Intermediate (Middle) School. CUE, November 1966.

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[1] Bureau of Educational Research

[2] Center for Urban Education

Schwartz, E. T. An Evaluation of the Transitional Middle School in New York City. CUE, August 1966.

Sontag, M., et al. Evaluating Selected Aspects of the After School Study Center Program. BER, No. 22-551-02, December 1966.

Tannenbaum, A. J. Curriculum Development and Teacher Training for Disadvantaged Pupils in Special Classes (Career Guidance) in Regular Junior High School. CUE, September 1966.

Tannenbaum, A. J. Improving Instruction in Schools for Socially Maladjusted Children and Educational Services for Socially Maladjusted Pupils in Selected Schools. CUE, August 1966.

Tanner, D. and G. Lachica. A Report of the First Year of a Longitudinal Study on the College Discovery and Development Program. CUNY,[3] January 1967.

Thorndike, R. L. Free-Choice Open Enrollment: Junior High Schools. CUE, August 1966.

Tyree, M. A Project to Provide Teacher-Supervisor Training Needed to Implement, in 12 Schools Servicing Disadvantaged Pupils, the Philosophy, Objectives, and Curriculum Being Developed for Disadvantaged Pupils in the New Type of Intermediate (Middle) School. CUE, August 1966.

Young, L. Speech Improvement Program for Disadvantaged Children in 25 Selected Public Schools. BER, No. 22-461, March 1967.

1965-66 EVALUATION REPORTS, PROJECTS FOR PUBLIC AND NONPUBLIC SCHOOL PUPILS

Castiglione, L. V. and M. Wilsberg. The Expansion of Kindergarten and Prekindergarten Programs in Disadvantaged Areas of New York City. CUE, August 1966.

Gewirtz, M. H. Teaching the Disadvantaged -- Summer Institutes for Professional Training of Teachers, Supervisors and Administrators. CUE, September 1966.

Harris, A. J., et al. An Evaluation of the Intensive Teacher Training Program. CUNY, June 1967.

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[3] The City University of New York -- Office of Research and Evaluation, Division of Teacher Education

Peck, B., et al. *A Program to Provide Educational Enrichment for Disadvantaged In-School Neighborhood Youth Corps Enrollees During the Summer*. CUE, September 1966.

Schwartz, S. L. *Pre-School Child Development Centers in Disadvantaged Areas of New York City: Summer 1966*. CUE, August 1966.

Steinhoff, C. R. *Summer School 1966 Programs in Music and Art for Disadvantaged Pupils in the Nonpublic Schools*. CUE, August 1966.

Tieman, N. *Evaluation of the Operation and Effectiveness of Summer School Programs: Summer, 1966*. BER, No. 22-453, June 1967.

. . . *TV and AV Equipment for Pupils in Selected Public and Nonpublic Elementary Schools*. (No evaluation.)

1965-66 EVALUATION REPORTS, PROJECTS FOR NONPUBLIC SCHOOL PUPILS

Bernstein, B. H. *The After School Study Centers for Disadvantaged Pupils, Remedial and Tutorial, for Public and Nonpublic School Pupils*. CUE, August 1966.

Carton, A. S. *Basic Speech Improvement Program for Disadvantaged Pupils in Nonpublic Schools: Regular Day Schools*. CUE, August 1966.

Hartley, R. E. *Demonstration and Teacher Training Program for Teachers of Disadvantaged Pupils in Nonpublic Schools*. CUE, August 1966.

Lohman, M. A. *Educational Enrichment Programs for Disadvantaged Pupils in Public and Nonpublic Schools*. CUE, August 1966.

Parke, M. B. *Corrective Reading Services for Disadvantaged Pupils in Nonpublic Regular Day Schools*. CUE, August 1966.

Rigrodsky, S. *Speech Therapy Services in Nonpublic Schools: Regular Day Schools and Interim After School Centers*. CUE, August 1966.

Sebald, D. D. *Out-of-School Clinical and Guidance Centers for Disadvantaged Pupils in Nonpublic Schools*. CUE, August 1966.

1966-67 EVALUATION REPORTS, PROJECTS FOR PUBLIC SCHOOL PUPILS

Bolger, P. *Improving First Line Attendance Services for High School Absentees and Potential Drop Outs in the East New York District*. BER, No. 22-591, 1967.

Castiglione, L. V. *Parent Participation Followup Program in 13 Selected Public Schools*. CUE, July 1967. (Summary report.)

Chapline, E. and T. Capone. *SUTEC, 1966-67: A Project to Demonstrate the Effectiveness of a School-University Teacher Education Center in Preparing Teachers of Disadvantaged Children*. BER and Queens,[4] 1967.

Fox, D. J. *Expansion of the Free-Choice Open Enrollment Program*. CUE, September 1967.

Fox, D. J. *Expansion of the More Effective Schools Program*. CUE, September 1967.

Frankel, E. *Grade Reorganization of the Middle School in the Public School System*. CUE, September 1967.

Frankel, E. *Grade Reorganization Preparatory to the Establishment of the Four-Year Comprehensive High School*. CUE, September 1967.

Harris, A. J. and L. Brody. *The College Discovery and Development Program*. CUNY. (In process; not available.)

Kravetz, N. *A Special Enrichment Program of Quality Integrated Education for Schools in Transitional Areas*. CUE, September 1967.

Lohman, M. A. *After School Tutorial and Special Potential Development Program in I.S. 201 Manhattan*. CUE, September 1967.

Steinhoff, C. R. *Improved Educational Services in Selected Special Service Elementary and Junior High Schools*. CUE, September 1967.

Tieman, N. and N. M. Lorber. *Evaluating Operation Leadership: The Internship Program for Principals*. BER, No. 22-607, December 1967.

Turner, R. T. *School Aides for Libraries in Disadvantaged Areas*. BER, No. 22-606, September 1967.

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[4] Queens College, Department of Education

Williams, T. M. Educational Services for Socially Maladjusted Pupils in Selected Institutional Schools. CUE, October 1967.

Williams, T. M. Implementation of the Career Guidance Curriculum and Teacher Training. CUE, October 1967.

Williams, T. M. Improving Instruction for Children in Schools for the Socially Maladjusted and Emotionally Disturbed. CUE, October 1967.

Williams, T. M. Supportive Services for the Socially Maladjusted Children in Regular Schools. CUE, October 1967.

Young, L. Kindergarten Pilot Programs in District 14 and 16. BER, No. 22-605. (In process; not available.)

Young, L. Speech Improvement Program for Disadvantaged Children in 25 Selected Public Schools. BER, No. 22-461, March 1967.

. . . Redevelopment of a Curriculum for Socially Maladjusted and Emotionally Disturbed Children with a Corollary of Teacher Training. CUE. (Project dropped.)

1966-67 EVALUATION REPORTS, PROJECTS FOR PUBLIC AND NONPUBLIC SCHOOL PUPILS

Chaplan, A. A. and J. Platoff. Pre-School Child Development Program (Head Start) in Disadvantaged Areas of New York City: Summer 1967. CUE, November 1967.

Cohen, R. S. and P. Waters. Summer Program for Socially Maladjusted and Emotionally Disturbed Pupils. CUE, November 1967.

Fox, D. J. and N. Gavales. Day and Evening Guidance Centers for Mentally Retarded Children and Youth: Summer 1967. CUE, November 1967.

Fox, D. J., and N. Gavales. Summer School Program for Mentally Retarded Pupils with Teacher Training Component. CUE, November 1967.

Fox, D. J. and E. Ward. Summer Musical Talent Showcase for Disadvantaged High School Students. CUE, November 1967. (Subcontracted to The City College Research Foundation.)

Fox, D. J. and E. Weinberg. Summer Schools for Junior High and Intermediate School Pupils. CUE, November 1967. (Subcontracted to The City College Research Foundation.)

Fox, D. J., et al. *Summer 1967 Clinics for Speech Handicapped Pupils*. November 1967, CUE.

Fox, D. J., et al. *Summer 1967 Elementary School Program for Disadvantaged Pupils in Poverty Areas of New York City*. CUE, November 1967. (Subcontracted to The City College Research Foundation.)

Fox, D. J., et al. *Summer Program for the Educational Support of Hearing-Impaired and Language-Impaired Children*. CUE, November 1967.

Horowitz, G. and G. Forlano. *Summer Instructional Programs at Designated Annexes of the '400' Schools*. BER, No. 22-720. (In process.)

Horowitz, G., et al. *An Evaluation of College Bound Program: Summer 1967*. BER, No. 22-610, December 1967.

King, S. *Local Decentralized Teacher Training Institutes in School Districts with Large Numbers of Disadvantaged Children*. CUE. (Subcontracted to Bank Street College of Education, Educational Resource Center. In press.)

Lohman, M. A. *The Expansion of the After School Study Centers for Disadvantaged Public and Nonpublic School Pupils*. CUE, September 1967.

Lolis, K. *A Pilot Program for the Education of Pregnant School Age Girls*. BER, No. 22-609, June 1967.

Lorber, N. M. and G. Forlano. *Assessing the After School Workshops Program: Orientation and In-Service Training Program*. BER, No. 22-585-32, November 1967.

Schwartz, S. L. *Expanded Pre-Kindergarten Program*. CUE, September 1967.

Sebald, D. D. *Evening Guidance Centers for Disadvantaged Pupils of Public and Nonpublic Schools*. CUE, September 1967.

Senf, R. *Followup Study of 1966 Summer Institutes for Teachers of Disadvantaged Children*. CUE, October 1967.

Turner, R. *Decentralized District Summer Programs*. BER, September 1967.

Valenti, B. Summer Vocational High School Program for Disadvantaged Students. BER, No. 22-631-049, December 1967.

Williams, B. and R. S. Tannenbaum. Educational Enrichment for Disadvantaged In-School Neighborhood Youth Corps Enrollees During the Summer 1967. CUE, November 1967. (Subcontracted to the Behavioral Sciences Center.)

. . . Program to Excite Potential. CUE. (No evaluation.)

1966-67 EVALUATION REPORTS, PROJECTS FOR NONPUBLIC SCHOOL PUPILS

Carton, A. S. Corrective Reading Services for Disadvantaged Pupils in Nonpublic Regular Day Schools. CUE, October 1967

Grossman, A. S. Corrective Mathematics Services for Disadvantaged Pupils in Nonpublic Regular Day Schools. CUE, September 1967.

MacVicar, J. A. Summer Programs in 16 Institutions for Neglected and Delinquent Children. CUE, November 1967. (Subcontracted to the Behavioral Sciences Center.)

Morrison, J. Educational TV and Audio-Visual Teacher Training Program for Title I Board of Education Teachers of Disadvantaged Pupils in the Nonpublic Schools. CUE, October 1967.

Murray, K. C. Achievement Tests in Reading and Mathematics for Disadvantaged Pupils in Nonpublic Schools. BER, No. 22-58-33, March 1968.

Rigrodsky, S. Speech Therapy for Disadvantaged Pupils in Nonpublic Schools. CUE, September 1967.

Sebald, D. D. In-School Guidance for Disadvantaged Pupils in Nonpublic Schools. CUE, Septamber 1967.

Senf, R. Bus Transportation to Places of Civic and Cultural Interest in New York City for Disadvantaged Pupils in Nonpublic Schools. CUE, September 1967.

1967-68 INTERIM REPORTS, PROJECTS FOR PUBLIC SCHOOL PUPILS

Bolger, P. and H. Tilis. Improving Teaching of English as a Second Language in Grades K-6. BER, No. 22-623, March 1968.

Brody, L. College Discovery and Development Program. CUNY. (In process; not available.)

Chapline, E. and T. Capone. School-University Teacher Education Center -- SUTEC. BER, No. 22-586, March 15, 1968.

Fox, D. J. Followup Summer Elementary Schools. CUE. (Subcontracted to The City College Research Foundation. A followup study; no interim report necessary.)

Fox, D. J. More Effective Schools. CUE, March 1968.

Fox, D. J., et al. Services to Children in Open Enrollment Receiving Schools. CUE, March 1968.

Frankel, E. Followup Comprehensive High Schools. CUE. (A followup study, no interim report is necessary.)

Guerriero, M. Benjamin Franklin High School Urban League Street Academies Program. CUE, March 1968.

Horowitz, G. Operation "Return": Learning Centers for Suspended Students in 4 Districts. BER. (Spring project; no report available.)

Jenkins, W. O. Special Primary Program in 5 Schools. CUE, March 1968.

Kravetz, N. Academic Excellence in an Inner City Elementary School, P.S. 129K. CUE, March 1968.

Lovinger, R. J. College Bound Program. BER, No. 22-624, March 15, 1968.

Neckritz, B. Compensatory Educational and Supportive Services for Pupils in Poverty Area Schools. BER, No. 22-620, March 1968.

North, R. D. College Bound Program. Psychological Corporation (with subcontractual support from Softwares Systems, Incorporated), March 1968.

Rothbell, G. Benjamin Franklin High School Cluster Program. CUE, March 1968.

Schwartz, S. L. and M. H. Gewirtz. *A Program to Strengthen Early Childhood Education in Poverty Area Schools in New York City: Parental Involvement in Reading Improvement Program*. CUE, March 1968.

Schwartz, S. L. and P. Kraus. *A Program to Strengthen Early Childhood Education in Poverty Area Schools in New York City: Diagnosis and Special Instruction in Reading*. CUE, March 1968.

Schwartz, S. L. and M. Wilsberg. *A Program to Strengthen Early Childhood Education in Poverty Area Schools in New York City: Reduction of Pupil-Teacher Ratio in Grade I; Reduction of Pupil-Teacher Ratio in Grade II; Additional Materials -- Grades I and II*. CUE, March 1968.

Tieman. N. *Improving Instruction and Services in Schools for Socially Maladjusted Children*. BER, No. 22-621, March 15, 1968.

. . . *A Program for Participation in a National Environmental Education Development Program*. (Spring project; no evaluator selected.)

1967-68 INTERIM REPORTS, PROJECTS FOR PUBLIC AND NONPUBLIC SCHOOL PUPILS

Appel, Y. *An Educational Facility for Pregnant School-Age Girls, District 12*, CUE, March 1968.

Balter, L., et al. *A Program for the Recruitment, Training and Employment of Auxiliary Non-Professional Neighborhood Personnel for Careers in the New York City Schools*. NYU,[5] March 12, 1968.

Bartky, M. *Educational Services for Pupils in Child Caring Institutions for the Neglected and Delinquent*. CUE, March 1968.

Brown, R. *District Decentralized Programs*. CUE, March 1968.

Gewirtz, M. H. *Teacher Training and Reading Institutes in Poverty Area School Districts*. CUE, March 1968.

North, R. D., et al. *Pre-Kindergarten Classes in Poverty Areas*. Psychological Corporation (with subcontractual support from Softwares Systems, Incorporated), March 1968.

. . . *An Educational Facility for Pregnant School-Age Girls, District 4*. (Spring project; no report available.)

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[5] New York University, School of Education, Center for Field Research and School Services

1967-68 INTERIM REPORTS, PROJECTS FOR NONPUBLIC SCHOOL PUPILS

Ducker, S. Programs for Handicapped Children in Nonpublic Schools. CUE, March 1968.

Ducker, S. Speech Therapy for Disadvantaged Nonpublic School Pupils. CUE, March 1968.

North, R. D., et al. Guidance in Nonpublic Schools. Psychological Corporation (with subcontractual support from Softwares Systems, Incorporated), March 1968.

North, R. D. Program for Pupils in Nonpublic Schools Learning English as a Second Language. Psychological Corporation (with subcontractual support from Software Systems, Incorporated), March 1968.

Rosenthal, H. Educational Field Trips for Disadvantaged Pupils in Nonpublic Schools. CUE, March 1968.

. . . Achievement Tests in Reading and Mathematics for Disadvantaged Pupils in Nonpublic Schools. ERB.[6] (In process; not available.)

. . . Aides for Title I Teachers in Nonpublic Schools. ERB. (See: Auxiliary Aides, Project for Public and Nonpublic Schools.)

. . . Corrective Mathematics Services for Disadvantaged Pupils in Nonpublic Schools. ERB, March 1, 1968.

. . . Corrective Reading Services for Disadvantaged Pupils in Nonpublic Schools. ERB, March 1, 1968.

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[6] Educational Records Bureau

APPENDIX C

LOCATION OF PROJECTS BY SCHOOLS WITHIN DISTRICTS

Public Elementary

Key C1
Tables, Districts 1 to 30 . . . . C4

Public Junior High, Intermediate, and High Schools

Key C36
Tables, Districts 1 to 30 . . . . C39

Nonpublic Schools

Key C69
Tables, Districts 1 to 30 . . . . C71

Special Schools

Key C105
Tables, "600," "400," Selected, and Child Caring. . C107

APPENDIX C

PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS

Explanatory Key for Tables C1 through C30

Schools: Listed by districts, 1 through 30. School lists compiled from annual report on the utilization of school buildings prepared by the School Planning and Research Division, and from the Bureau of Educational Program Research and Statistics of the Board of Education.

Grade Span: Data obtained from October 31, 1966 Ethnic Census provided by the Bureau of Educational Program Research and Statistics, and from the 1967-68 *Directory* of the Board of Education.

Entries under Headings:
1 = School year 1965-66 (and summer 1966)
2 = School year 1966-67 (and summer 1967)
3 = School year 1967-68

The data on schools designated as participants were obtained from the project applications.

SS: Special Service Schools. Public elementary schools designated special services on the basis of pupils' reading level and other criteria. Data available for 1965-66 through 1967-68 from the Elementary Division of the Board of Education.

Poverty Area: Refers to location of school with regard to officially defined poverty areas. No information available for 1965-66. For 1966-67 and 1967-68, data were obtained from Basic Data Form OE 4304, submitted by the Board of Education in its application for funds.

A *blank* space indicates that no information was available for year 1, or for a particular school (years 2 or 3). A "0" indicates that school was not in poverty area; "2" indicates school was in poverty area, as defined, for 1966-67; "3" indicates it was in poverty area for 1967-68.

Headings:

OE: Open Enrollment (3 years).

Trans: Special Enrichment Program Geared to Excellence for Schools in Transitional Areas (2 years).

Improved Services: Improved Educational Services in Selected Special Service Schools (2 years).

Support Services: Improving Instruction in Schools for Socially Maladjusted Children (2 years).

Compens. Educ.: Compensatory Education and Supportive Services (1 year).

MES: More Effective Schools (3 years).

Pre-K: Pre-Kindergarten Program (3 years). Program was held in public school buildings, but was open to both public and nonpublic school pupils for the three years.

Expan. K, K Pilot, K Aides: 1965-66 Expansion of Kindergarten Instruction (open to both public and nonpublic school pupils); 1966-67 Kindergarten Pilot Program (public school pupils); 1967-68 Educational Assistant or Aide for Every Kindergarten Teacher (public school).

Head Start: Pre-School Child Development Centers. Although Centers were located in public school buildings, all pupils (from public and nonpublic schools) could participate (2 years, summer).

E.C. Gr. 1&2: Early Childhood Education Programs for Grades 1 and 2 (1 year).

Speech Improv.: Speech Improvement Program (2 years).

Eng. 2nd Language: Improving the Teaching of English as a Second Language (1 year).

ASSC: After School Study Center. 1965-66 for public school pupils only. For 1966-67 both public and nonpublic elementary school children were included.

Summer Elem.: Summer Day School Program. Public and nonpublic school pupils (2 years, summer).

TV & AV: TV and AV Equipment for Pupils in Selected Public and Nonpublic Elementary Schools (1 year).

TT-Mdl.Sch.: A Project to Provide Teacher-Supervisor Training Needed to Implement, in 12 Schools Serving Disadvantaged Pupils, The Middle School Curriculum (1 year).

Auxil. Non-Prof.: A Program for the Recruitment, Training, and Employment of Auxiliary Non-Professional Neighborhood Personnel for Careers in the New York City Schools (1 year). In 1966-67, there was a planning grant for the Nonprofessional Personnel program. Both the planning grant and program (1967-68) were available to persons serving in public and nonpublic schools.

Library Aides: School Aides for Libraries (1 year).

Principals: Internship for Principals (Operation Leadership) (1 year).

Evening Guidance: Evening Guidance Centers. In 1965-66, Out-of-School Guidance Centers were provided for nonpublic school pupils only. In 1966-67, Evening Guidance Centers were established for both public and nonpublic school pupils.

NOTE: Some projects listed in Tables 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, and 4.3 in Chapter III are not included because there were no schools appended to the project applications. These projects are primarily teacher training and curriculum development programs, etc. Also, several projects, where action takes place in one or two buildings used as centers, are not included.

Table C1
LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 1, MANHATTAN
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
4	K-6	123	23		12		1	3		123	3	12	3		3					3	2			
15	K-6	123	23			12		3		23	1 3	12	3		3	1	2	1		3	2		2	
19	K-6	123	23			12		3		123	3	12	3		3	2				3	2		2	
20	K-6	123	23			12		3		123	3	12	3		3	12	2	1		3	2	2	2	
34	K-6	123	23		12					123	3	12	3		3	2				3	2		2	
40	K-6		00	123																	2		2	
61	K-6	123	23			12		3		123	3	12	3		3			1		3	2			
63	K-6	123	23			12		3		123	1 3	1	3		3	2		1		3	2		2	
64	K-6	123	23			12		3		123	3	12	3		3		2	1		3	2			
97	K-6	123	23		12					123	3	12	3		3		2	1		3	2			
122	K-6	123	23			12		3		23	3	12	3		3					3	2			
140	K-6	123	23			12		3		23	3	12	3	12	3			1		3	2			
160	K-6	123	23			12				123	3	1	3		3					3	2			
188	K-6	123	23			12	2	3		123	3	12	3	12	3			1		3	2			

Table C2

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 2 , **MANHATTAN**

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
6	K-6		00	123																	2			
59	K-6		00	12																				
72	K-6	123	23			12		3		123	3	12	3		3			1		3	2			
107	K-6	123	23			12	2				1 3	12	3		3					3	2			
108	K-6	123	23			12		3		23	3	12	3		3		2	1	1	3	2			
109	K-6	123	23			12		3		123	3	12	3		3			1		3	2			
116	K-6	123	20		12					12		12				2					2		2	
121	K-6	123	23			12	2			123	3	12	3		3			1		3	2			
146	K-6	123	23						123			1				1	12		1		2			
151	K-6		00																		2			
158	K-6		0	12												12					2		2	
168	K-6	123	23						123			12				2			1		2		2	
171	K-6	123	23			12		3		123	3	12	3		3			1		3	2			
183	K-6		00	123												2					2			
190	K-6	123	00	12												1					2			
198	K-6	123	3			12		3			3	1	3			2	12	1		3	2		2	
135*																								

*Annex of J.H.S. 167

Table C3

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 3, MANHATTAN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
1	K-6	123	23		12			3		123	3	12	3				2	1		3	2			
2	K-6	123	23			12		3		123	3	12	3	12	3	2		1		3	2		2	
11	K-5	123	23				2		123			12				2	12		1		2		2	
23	K-6		03		12						3	12								3	2			
26	K-6		00																					
33	K-6	123	23			12				123		12	3			2			1	3	2		2	
41	K-6		00			12				2						2			1		2		2	
42	K-6	123	23			12		3		123	1 3	12	3		3			1		3	2			
51	K-6	123	23			12					3	12	3		3	2	2			3	2		2	
110	K-6	23	23			12				123	3	12	3							3	2			
111	K-6	123	23		12			3		123	3	1	3		3	2		1		3	2		2	
126	K-6	23	23					3		23	3		3							3	2			
130	K-6	123	03		12			3			3	12			3	2	12	1		3	2		2	
134	K-6	123	23			12		3		123	3	12	3		3		12	1		3	2		2	
137	K-6	3	3					3		3	3		3		3					3	2			
31*	K-6				12					12		1						1						
69	K-6	XX		12																				
177	K-6	XX								1		1						1						

* P.S. 31 is annex to P.S. 137.

XX = Discontinued 10/66.

Table C4

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 4, MANHATTAN
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other*
7	K-6	123	23			12		3			3	12	3		3			1	1	3	2			
24	K-4	123	23			12				123	3	1	3						1	3	2			
39	K-4	123	23			12	2			123	1 3		3		3		2		1	3	2			
57	K-5	123	23			12		3		123	3	12	3		3		12	1	1	3	2			
68	K-6	123	23			12		3		123	3	12	3					1	1	3	2			
78	K-6	123	23			12		3			3	12	3		3			1		3	2			
79	K-6	123	23			12		3		123	3	12	3				12	1		3	2		2	
103*																								
80	K-6	123	23			12	2			123	3	12	3				2	1		3	2			
83	K-6	123	23						123			12							1		2		2	
96	K-6	123	23			12		3		123	3	12	3		3		12	1		3	2			
101	K-5	123	23			12	2	3		123	3	12	3		3	2		1	1	3	2		2	
102	K-6	123	23			12				123	3	12	3		3			1	1	3	2			
125)**	K-6	23	23			12		3		3	3			12		2		1		3	2		2	
36)	K-2							3		3	3		3											
129	K-6	123	23			12		3			3	12	3			2	12	1		3	2		2	
133	K-5	123	23			12				123	3	12	3			2				3	2			
154	K-6	123	23				2		1 3			12				2	12		1		2			
157***																								
155	K-6	123	23			12	2	3		123	3	12	3		3	2		1	1	3	2		2	
161	K-6	123	23			12		3			1 3	12	3					1		3	2			

* P.S. 103 is annex to P.S. 79

**P.S. 125 and P.S. 36 are paired schools.

***P.S. 157 is annex to P.S. 154.

Table C5

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 5, MANHATTAN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
9	K-5	123	23			12				123	3	1	3		3	2	2			3	2		2	
75	K-6	123	23			12				123	3	1	3			2		1		3	2		2	
76	K-5	123	23			12		3		123	1 3	1	3	12		12		1	1	3	2		2	
84	K-6	123	03		12		2			123	3	1	3				2	1		3	2			
87	K-5	123	23		12			3		123	3	12	3					1		3	2			
113	K-5	123	23			12		3		123	3	12	3				2	1	1	3	2			
144	K-6	123	23			12				23	3	12	3				2	1	1	3	2			
145	K-6	123	23			12		3		3	3	12	3		3		1	1		3	2			
163	K-6	123	23			12				123	3	12	3							3	2			
165	K-6	123	23			12		3			3	12		12	3	2		1		3	2		2	
166	K-5	123	03		12					123	3	1	3							3	2			
170	K-6	123	23			12		3		23	3	12	3					1	1	3	2			
179	K-6	123	23			12				23	3	12	3		3		2	1		3	2			
180	K-5	123	23			12		3		123	3	12	3					1	1	3	2			
184	K-6	123	23			12		3		23	3	12						1		3	2			3#
191	K-3	123	23							123	3	12	3			2				3	2		2	
199	K,1,4,5	123	23			12				123	3	1	3			2	12			3	2			

#Project: Five Primary Schools

Table C6

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 6, **MANHATTAN**

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
28	K-6	123	23			12		3			3	12	3			2	12	1		3	2		2	
90	K-5	123	23			12	2	3		123	3	12	3					1		3	2			
92	K-6	23	23			12		3		23	3	12	3							3	2		2	
98	K-6		00	12												2							2	
100	K-5	123	23						123			12					2				2		2	
115	K-6	123	23			12		3		23	3		3		3	12				3	2		2	
123	K-5	123	23			12	12	3		123	3	12	3			2	2	1		3	2		2	
128	K-6		23		12		2	3			1 3	12	3			2				3			2	
132	K-6		00		12																		2	
152	K-6		00	123																				
156	K-6	123	23							123	3	12	3			2				3	2		2	
173	K-6		23		12			3																
175	K-5	123	23			12				123	3	12	3				1	1		3	2			
186	K-5	123	23			12		3		123	3	12	3	12		2	12	1		3	2		2	
187	K-6		00	123																				
189	K-6		00		12																			
192	K-6	123	23			12		3		123	3	12	3		3		2	1		3	2			
194	K-5	123	23			12		3			3	12	3					1		3	2			
197	K-6	123	23			12				123	3	12	3			2		1		3	2			
119	K-6	1XX								1						2		1						

XX Discontinued 10/66

Table C7

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 7 , **Bronx**
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	**Library Aides**	**Prin-cipals**	**Evening Guid.**	**Other**
1	K-5	123	23						3			12				2					2		2	
5	K-5	123	23			12		3		123	1 3	12			3		2	1		3	2			
18	K-6	123	23			12		3		23	3	12			3	2	2	1		3	2		2	
25	K-5	123	23			12		3			3	12*		12	3			1		3	2			
27	K-6	123	23			12		3			3	12*			3			1		3	2			
29	K-2,3,5	123	23			12		3			1 3	12*			3	2	2	1		3	2		2	
30	K-5	123	23			12					1 3	12*			3		2	1		3	2			
31	K-6	123	23								3	12*								3	2			3#
37	K-6	123	23			12		3			3	12*			3	2		1		3	2		2	
43	K-6	123	23			12		3			3	12*			3			1		3	2			
48	K-6	123	23			12		3			3	12*						1		3	2			
49	K-6	123	23			12		3			1 3	12*			3	2		1		3	2		2	
51	K-6	123	23			12		3			3	12*		12	3			1		3	2			
65	K-5	123	23			12		3			3	12*			3	2	12	1		3	2		2	
124	K-5	123	23			12					3	12*			3	2		1		3	2		2	
154	K-6	123	23			12		3		1	3	12*			3		12	1		3	2			
157	K-6	3	3					3			3	2								3				
40	K-6	3	3								3				3					3				
3**																								

* Parent Participation

**P.S. 3 is annex to P.S. 29.

#Project: Five Primary Schools

Table C8

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 8 , BRONX

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School #	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
14	K-6		00																					
36	K-6	123	00		12											2		1			2		2	
39	K-6	123	23			12	12	3		23	3	12	3		3	2		1		3	2		2	
60	K-6	123	23		12			3			1 3	12	3		3		2	1		3	2			
62	K-4	123	23			12		3		23	3	12	3		3			1	1	3	2			
69	K-5		00																1					
71	K-6		00	3	12											1								
72	K-6		00																					
75	K-6	123	23			12	12	3			1 3	12	3		3		2	1	1	3	2			
93	K-6		20		12			3																
100	K-5		03		12			3											1					
107	K-6	123	03			12				123	3	1	3					1	1	3	2			
119	K-6		00																					
130	K-5	123	23			12	12				3	12	3	12			1	1		3	2			
138	K-6		00				12												1					
140	K-6	123	23			12		3		23	3	12	3					1		3	2			
146	K-6	123	23			12		3		23	3	12	3				12	1		3	2		2	

Table C9
LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 9, BRONX

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
2	K-5	123	23			12					3	12	3					1		3	2			
4	K-6	123	23			12		3			3	12	3		3			1		3	2			
11	K-6		00		12																			
28	K-6	23	03	12				3		12	3	12								3				
35	K-5	123	03			12					1 3	12				12	12	1		3	2		2	
42	K-5	123	23			12		3		123	3		3		3	2		1		3	2		2	
53	K-5	123	23			12		3			3	12	3					1		3	2			
55	K-5	123	23			12	12	3		3	3		3		3					3	2			
58	K-5	123	23			12					3	12	3		3	2		1	1	3		2		
63	K-6	123	23			12		3		123	3	12	3			12		1		3	2			
64	K-6		00	12																				
70	K-6		00	123						2							2				2			
73	K-8		00		12																			
88	K-3		23		12					12		12											2	
90	K-5	3	23			12					3	12				2	2			3	2			
104	K-5		00		12														1		2			
109	K-5		00	12															1					
110	K-5	123	23						123			12									2			
114	K-5		00	123			1																	
132	K-5	123	23			12		3		1 3	3	12	3				12			3	2			

Table C10
LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 10, BRONX
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
7	K-6		00	12																				
8	K-6		00	12																				
24	K-5		00	12																				
26	K-6		00	12																				
32	K-6	123	00			12	2					12				2		1					2	
33	K-6		00	3	12																			
46	K-6		00	123																				
56	K-6		00	12																				
59	K-6	123	23			12		3			3	12			3		12	1		3				
79	K-6		0	12																				
80	K-6		0	12																				
81	K-6		00	12																				
85	K-6	23	23			12		3			3	2			3	2				3			2	
86	K-6		00	123																				
91	K-6		00	12																				
94	K-6		00	123																				
95	K-6		00	12																				
115	K-6		0																					
122	K-6		00	12																				

Table **C11**

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 11, BRONX
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
16	K-6		0	123																				
17	K-8	XX																						
19	K-6	XX		12																				
21	K-6		00	3	12		12			2		1				1					2			
41	K-6		00		12		12									1								
13*	K-2																							
68	K-6		00																					
15**	K																							
76	K-6		00		12																			
78	K-6		00		12		2																	
83	K-6		00	123																				
87	K-6		00																					
89	K-6		00	123																				
95	K-6		00	12																				
97	K-6		00	12																				
103	K-6		00	3	12		12									1								
105	K-6		00	123																				
106	K-6		00	3				1													2			
108	K-6		00	123																				
111	K-6		20		12					2		2					2							
112	K-6	123	20			12				12		12									2			
121	K-6		00		12																			

* Annex to P.S. 41
** Annex to P.S. 68

XX = Discontinued 10/66 (P.S. 17 became annex of P.S.68;
P.S. 19 became annex of P.S. 21)

Table C12

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 12, BRONX

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
6	K-6	23	23			12		3			1 3	2	3			2				3	2		2	
20	K-6	123	23			12		3			3	12	3		3	2		1		3	2		2	
23	K-6	123	23			12					3	12	3			2		1		3	2		2	
47	K-6	123	2			12		3										1			2		2	
50	K-6	123	3			12		3			3	12	3		3			1		3	2			
54	K-6	123	23			12		3			1 3	12	3		3			1		3	2			
57	K-6	23	23			12	12	3			3		3		3					3	2			
61	K-6	123	23			12		3			1 3	12	3		3			1		3	2			
66	K-6	123	23			12		3			3	12	3		3		2	1		3	2			
67	K-6	123	23		12			3			3	2	3		3		2	1		3				
77	K-6		23		12			3				2												
92	K-6	23	23			12		3			3	12	3				12			3				
99	K-6	123	23			12					3	12	3					1		3	2			
102	K-6		00						12												2			
134	K-6	23	23			12		3		123	1 3	12	3	12			12			3	2			
150	K-6	123	23			12		3			3	12			3		12	1		3	2			

Table C13

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 13 , **BROOKLYN**

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School #	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start.	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
3	K-5	123	23			12		3		123	3	12	3			12		1		3	2		2	
7-8*	K-6	123	2							1 3	3							1		3	2			
9	K-6	123	23			12		3		23	3	12	3		3	12	2	1		3	2		2	
11	K-6	123	23			12					1 3	12	3			2		1		3	2			
20	K-6	123	23	12				3			3	12	3			12		1		3	2		2	
44	K-5	123	23			12		3		123	3	12	3			2		1		3	2		2	
46	K-6	123	23			12				23	3	12	3			2		1		3	2		2	
54	K-6	123	23			12		3			3	12	3		3			1		3	2			
56	K-5	23	23					3		23	3	2	3				2			3				
67	K-6	123	23			12		3		123	3	12	3				12	1		3	2	2		
93	K-5	123	23			12		3		123	3	12	3					1		3	2			
133	K-6	123	2			12		3			3	12	3		3					3	2			
256	K-5	123	23			12		3		23	3	12	3					1		3	2			
270	K-5	123	23			12				23	3	12	3				12	1		3	2			
282	K-6	123	2			12		3			3	12	3		3	2	2			3	2		2	
287	K-6	123	03				12			123	3	12	3			2	12	1		3	2	2	2	
305	K-5	123	23			12	12	3		23	3	12	3	12			12			3	2			
307	K-6	123	23						123			12				1					2			

* P.S. 7-8 are paired schools. Both received Auxiliary Nonprofessionals for Year 3.

Table C14

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 14, **BROOKLYN**

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
16	K-5	123	23			12		3			23	12	3		3	2	2	1		3	2		2	
17	K-6	123	23		12			3		123	23	12	3		3	2		1		3	2		2	
18	K-4	123	23								23	12	3			2			1	3	2		2	
19	K-6	123	23		12			3			123	12	3		3		12	1		3	2			
23	K-6	23	23					3		23	23	2	3				2			3	2	2		
31	K-6	123	03			12				123	23	1	3			2				3	2		2	
34	K-6		00								2	1									2			
37	K-6	123	23			12				2	23	12	3		3	2		1		3	2		2	
59	K-5	123	23			12		3		123	23	12	3			2		1		3	2		2	
110	K-6	123	03		12					12	23	1	3			2	2	1		3	2		2	
122	K-4	123	23			12		3		23	23	12	3		3	2		1		3	2		2	
132	K-6	123	23			12		3		23	23	12	3			2		1		3	2		2	
147	K-6	123	23			12		3		12	23	12	3	12	3			1	1	3	2			
148	K-5	123	23			12				123	23	12	3		3			1	1	3	2			
157	K-5	123	3			12		3		12	23	12	3		3	2		1		3	2		2	
168	K-6	123	23			12				123	23	12	3		3	12		1		3	2		2	
196	K-6	123	23			12	2	3		123	23	12	3		3			1	1	3	2			
250	K-5	123	23			12	1	3		123	123	12	3		3	2	12	1	1	3	2		2	
257	K-5	123	23			12		3		123	23	12	3		3		12	1	1	3	2	2		
297	K-5	123	23			12		3		123	123	12	3				12	1		3	2			

Table C15

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 15, BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School #	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
1	K-6	123	03			12		3		1	3	2	3		3		2	1		3	2			
27	K-6	123	23			12		3		123	3	12	3	12			2	1		3	2			
29	K-6	123	03			12				1 3	3	12	3		3	2		1		3	2		2	
30	K-6	123	23			12				23	3	12	3			2		1		3	2		2	
32	K-5	123	23			12				23	3	12	3			2		1		3	2	2	2	
38	K-5	123	23			12	2	3		123	1 3	12	3		3	1		1		3	2		2	
39	K-6		2									2												
58	K-6	123	2			12	12	3			3	12	3			12	12	1		3	2		2	
94	K-6		23	12				3																
107	K-6		23	12				3			3	2	3							3	2			
124	K-6	123	03			12		3			3	2	3		3	1	12			3				
130	K-6		00	12																				
131	K-6		00	123																				
146	K-6	123	23			12		3		23	3		3			2		1		3	2	2	2	
154	K-6		03	12																				
169	K-9		00	12												1								
172	K-6	123	23			12		3			3		3		3					3	2			
230	K-5		0	123								2												
261	K-5	123	23		1	12		3		1 3	3	12	3		3	2		1		3	2		2	
77	K-6	XX	2		12																			
321	K-6		23					3																

XX = Discontinued 10/66 (P.S. 77 became P.S. 321)

Table C16
LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 16, BROOKLYN
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
5	K-6	23	23								23	2	3							3	2			
21	K-6	123	23			12				123	123	12	3					1		3	2	2		
25*	K-6	123	3			12		3		123	23	12	3					1		3	2			
26	K-6	123	23			12		3			23	2	3			2		1		3	2			
28	K-6	123	23			12		3		123	23	12	3	12				1		3	2		2	
40	K-6	123	23			12		3		123	123	12	3	12		2	2	1		3	2			
75	K-6	123	23			12		3			23	12	3			2		1		3	2		2	
81	K-6	23	23					3		3	23	2	3							3	2			
83	K-6	123	23			12				123	23	1								3	2			
86	K-6		03	12							2													
106	K-6	123	23			12		3		123	23	12	3			1		1		3	2			
116	K-6	3	03		12			3			23	12			3	1				3	2			
120	K-5	123	23						1 3			12				12	12				2		2	
123	K-6		03		12			3		2	12	1									2			
129	K-6	123	23			12		3		123	23	12	3					1		3	2			3#
145	K-6	123	03			12		3		123	23	12	3		3			1		3	2			
151	K-6	123	23			12		3			23	12	3					1		3	2	2		
243	K-5	123	23			12		3		1 3	23	12	3				2	1		3	2			
262	K-5	123	23			12		3		123	23	12				12	2	1		3	2		2	
274	K-5	123	23			12		3			23	12	3				2	1		3	2			
299	K-6	123	3			12		3		123	123	12				1	12	1		3	2			
304	K-6	123	23			12		3		123	23	12	3			12	12	1		3	2		2	
309	K-6	123	23			12		3		3	23	12				2		1		3	2		2	

*Annex 79

#Project: PS 129K

Table C17

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 17, BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
87	K-6	123	23			12		3			3	12								3	2			
91	K-6		03		12			3		123		2				12							2	
92	K-5		00		12											1			1				2	
137	K-6	123	23			12				123	3	12								3	2			
138	K-6	123	23						123			12				2		1			2		2	
144	K-5	123	23			12	12	3			3	12	3	12	3		2	1		3	2			
156	K-6	123	23			12		3			1 3	1		12			12	1		3	2			
161	K-6		03		12			3									12						2	
167	K-5	23	23		12			3		1 3	3	12				12	2			3	2		2	
175	K-5	123	03			12		3		3	3	12			3			1		3	2	2		
181	K-5		00		12											1			1					
189	K-6	123	23	12				3			1 3	12				1		1		3	2			
191	K-5	123	23			12		3			1 3	12	3					1		3	2	2		
221	K-6		23		12			3		12		12				1								
241	K-6		23		12			3				2				1	1							
249	K-6		00	12																				
289	K-5	123	03			12		3				12					2	1		3	2			
316	K-5	23	23				2	3			3	12				2	2			3	2		2	
327	3-5	3	3				2	3		3	3									3				3#
42 *		1				12	1				1							1						
396	PK-2	3	3					3		3	3	2								3				3#

* PS 42 became annex of PS 327 effective 10/66

#Project: Five Primary Schools

Table C18

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 18, BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School #	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
41	K-5	123	03						123			12				1	12	1			2			
114	K-6		00																					
115	K-6		00																					
125	K-6	123	03			12					3	12								3	2			
135	K-6		00	123																				
150	K-6	123	23			12				1 3	3	12						1		3	2			
165	K-5	123	03						123			12					2				2			
183	K-6	123	03			12		3			1 3	2						1		3	2			
184	K-5	123	23			12		3		1	3	12						1		3	2			
208	K-6		00	123																				
219	K-6		03	123						2		1				1					2			
233	K-6		00	123																			2	
235	K-6		00	12																				
242	K-6		00	12																				
244	K-6		00	123						1														
268	K-6		00	123																			2	
272	K-6		00																					
276	K-6		00								1													
279	K-6		00																					
284	K-6	123	23			12		3		1 3	3	12						1		3	2			3#
298	K-5	123	23			12				3	3	12					12	1		3	2	2	2	
332	K-5	3	03					3		3	3									3				

# Project: Five Primary Schools

Table C19

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 19, BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
45	K-6	23	23			12		3		1 3	1 3	12				2	2			3			2	
63	K-6	123	3			12				3	3	12			3			1		3	2			
65	K-5		03	1*2*																				
73	K-6	123	23		12			3		12	3	12				2		1		3	2		2	
76	K-5		3							12		12				2							2	
108	K-6	23	3		12						3					1				3			2	
113	K-6	123	23		12			3		12	3	12						1		3	2			
155	K-6	123	23			12		3			3	12				2	2	1		3	2		2	
158	K-6	123	3		12		12	3			1 3	12				2	2	1		3	2			
159	K-6	123	23		12			3			3	2						1	1	3	2			
171	K-5		00																					
174	K-5	123	3			12		3		3	3	12			3			1	1	3	2			
182	K-6	123	3			12		3			3	12		12			12	1		3	2			
190	K-5	23	3		12			3		123	3	12			3	1.				3				
202	K-6	23	23		12			3		3	3	2				12	12		1	3			2	
213	K-6		3									12												
214	K-6	23	23					3			3									3				
224	K-5	123	23			12				123	3	12						1	1	3	2	2		
260	K-6	123	3								3	12						1		3	2	2		
273	K-6		23					3				2												
306	K-6		3			12		3		12	1													
328	K-5	3	3					3		3	3	2								3				
345	K-6	3	3					3			3									3				
149		3									3									3				

* **Supplies Only**

Table C20

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 20, BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
48	K-5		00	12																				
102	K-6		00	123																				
103	K-6		00	123																				
104	K-8		00			12																		
105	K-6		00	12																				
112	K-5		00																					
127	K-6		00	12																				
(140	K-6	123	03	3		12		3			3				3	1	1	1		3	2			
(Annex*																								
160	K-6		00	12																				
163	K-6		00	123																				
164	K-5		00	12												1								
170	K-6		00	123																				
176	K-6		00	123																				
179	K-6		00	12																				
185	K-6		00	12																				
192	K-5		00	123																				
200	K-6		00	12																				
204	K-6		00	12						12		2												
205	K-5		00	123																				
229	K-6		00	12																				
247	K-5		00	12																				
201**	K		00																					
180	K-5		00	12																				
186	K-5		00	12																				

* Old P.S. 118. **See J201 K.

Table C21

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 21, BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
80	K-6	123	23						123			12									2		2	
90	K-6	123	23			12	12	3			1 3	2					2	1		3	2			
95	K-6		OC	12																				
97	K-6		00	12																				
99	K-8		00																					
100	K-6		20	12				3																
101	K-6		00																					
121	K-5		00	12																				
128	K-6		0	1																				
153	K-6		00																					
177	K-6		00	123																				
188	K-6	123	23			12		3			3	12						1		3	2			
199	K-6		00	123																				
209	K-6		00																					
212	K-6		00																					
215	K-6		00	12																				
216	K-6		OC																					
225	K-6		OC	123																				
226	K-6		CO	12																				
238	K-8		00	12																				
248	K-6		00																					
253	K-6		00	12																				
288	K-5	123	23			12	12	3		123	3	12				12	12	1		3	2		2	
303	K-6	123	23			12		3			1							1			2			

Table C22

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 22, BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
52	K-5		00	12																				
89	K-5	XXX	0	12															1					
119	K-6		00	12																				
139	K-6		00	12																				
152	K-6		00	123																				
193	K-6		00	123																				
194	K-6		00																					
195	K-6		00																					
197	K-6		00	123																				
198	K-6		00	123																				
203	K-5		00	12																				
206	K-6		00	123																				
207	K-6		00																					
217	K-6		00	12																				
222	K-6		00	12																				
236	K-5		00																					
251	K-5		00	12																				
254	K-5		00																					
255	K-6		00	123			12																	
269	K-6		00	123																				
277	K-6		00																					
286	K-5		00	12																				
312	K-5		00																					

XXX = Discontinued 10/67

Table C23
LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 23, QUEENS
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
2	K-6		00	12																				
5	K-5	XXX	03							12		2							1		2		2	
6	K-6	XXX	0													2							2	
7	K-5	XXX	0							12		2							1		2			
11	K-6		00	3																				
69	K-5		00																					
70	K-6		00	3		12																		
76	K-6	23	03		12			3		1 3	1 3	12				2	2			3	12		2	123#
84	K-6		00	12							1													
85	K-6		00	12							1													
(92 *	K-2	123	23		12					1 3	3	12								3	2			
(149	K,3-5		00																					
111)*	K,4-6	123	03							12		1									2		2	
112)	K-3		00													2							2	
122	K-6		0C	12			2																	
127)*	K,3-6		00													2							2	
148)	K-2		00																					
150	K-6		00	3	12		12																	
151	K-6		00																					
152	K-6		00																					
166	K-6		00	3																				
171	K-5	123	03			12	2	3		123	3	12							1	3	2			
17	K-6		03					3																
83	K-6	XX																						

* Paired schools

XX = discontinued 10/66 (P.S. 83 became P.S. 76)
XXX = discontinued 10/67

#Project: SUTEC

Table C24
LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 24, QUEENS
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
12	K-6		00	12																				
1[illegible]	K-5		00																					
14	K-5		00	2*								1				2					2		2	
19	K-5		2		12		2	3			3				3					3	2			
49	K-6		00																					
68	K-6		00	12																				
71	K-6		00	123																				
78	K-6	XXX	0																					
81	K-6		00	12																				
87	K-6		00	123																				
88	K-6		00	123																				
89	K-5		00	12																				
91	K-6		00	12																				
102	K-6		00																					
113	K-6		00																					
128	K-5		00	12																				
143	K-5		23		12					12		12				2					2		2	
153	K-6		0	123																				
199	K-6		00																					
229	K-6		0	3																				

*Supplies only

XXX = discontinued 10/67

Table C25

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 25, QUEENS

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
20	K-6		00					3				1												
21	K-6		00																					
22	K-6		00																					
24	K-6		00																					
27	K-5		00																		2			
29	K-6		00																		2		2	
32	K-6		00																					
79	K-6		00																					
107	K-6		00																					
120	K-6		00	3																				
154	K-6		00																					
163	K-6		00																					
164	K-6		00																					
165	K-6		00																					
169	K-6		00																					
173	K-6		00	3																				
184	K-6		00																					
193	K-6		00																					
200	K-6		00				12																	
201	K-6		00																					
209	K-6		00	3																				
214	K-6		00																					
219	K-5		00																		2			

Table C26
LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 26, QUEENS
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
18	K-6		00	12																				
26	K-6		00	123																				
31	K-6		00		12																			
41	K-6		00	12																				
46	K-6		00	12																				
94	K-6		00																					
98	K-6		00	12																				
115	K-6		00																					
130	K-6		00																					
133	K-6		00	12																				
159	K-6		00																					
162	K-6		00	123																				
177	K-6		00	123																				
178	K-6		00	123																				
179	K-6		00																					
186	K-6		00																					
187	K-6		00	123																				
188	K-6		00	12																				
191	K-6		00	12																				
195	K-6		00																					
205	K-6		00	123																				
213	K-6		00	12																				
221	K-6		00	123																				
203	K-6		00				12																	

Table C27

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 27, QUEENS

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
42	K-6		23		12			3				12				1								
45	K-6	3	03		12						3	12									2			
47	K-6		00																					
51	K-6		00																					
60	K-6		00																					
62	K-6		00																					
63	K-6		00	123																				
64	K-6		00	123																				
66	K-6		00																					
90	K-6		00	123																				
96	K-5		23							1		12									2			
97	K-6		00																					
100	K-6		00	12			12																	
104	K-6		20																					
105	K-6		20		12			3				12				1								
108	K-6		00	12																				
114	K-6		00	3																				
123	K-5	123	23			12		3			3	12				2	12	1			2		2	
124	K-6		00		12																			
146	K-6		00																					
155	K-5	123	23							1 3	3	12									2			
183	K-6	123	03						12			1					12	1			2			
197	K-6		20		12			3				12				1					2		2	
207	K-6		00	3																				
215	K-6	2	20		12	12	12	3		12	3	12				1							2	
*106	K-5	2										2											2	
225	K-5		00																					
232	K-5		00																					

Table C27 CONTINUED

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 27, QUEENS (Cont'd.)

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School #	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
65*	K-3																							
58	K-8	XX		12																				

* Annex to 58.

XX = Discontinued 10/67

Table C28

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 28, Queens

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
30	K-6		20		12											1			1					
40	K-6	123	23						123			12							1		2			
48	K-6	123	23			12				123	3	12					2		1	3	2		2	3#
50	K-6	123	23			12				3	3	12				2	1	1	1	3	2	2	2	
54	K-6		00	3																				
55	K-6		00																					
80	K-6		00		12		12									1			1					
82	K-6		00																					
99	K-6		00																					
101	K-6		00	12																				
117	K-6		00																					
121	K-6,8		23		12							2				1								
139	K-6		00																					
140	K-6	123	23			12		3		3	3	1					12	1	1	3	2			
144	K-6		00	123			12																	
160	K-5	123	23			12		3		123	3	12		12				1		3	2			
170	K-6		00																					
174	K-6		00																					
175	K-6		00																					
196	K-6		00																					
3*	K-6																							
206	K-6		00																					
220	K-6		00	12																				

* Annex to 196

#Project: Five Primary Schools

Table C29

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 29, Queens
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
15	K-6		00		12							1							1		2			
33	K-6		00	12																				
34	K-6		00	12												2							2	
35	K-6		00																					
36	K-6	123	3			12				123	3	12				2	2		1		2		2	
37	K-5		00						12			1							1		2			
38	K-6		00	12																3				
52	K-6	3	03		12					3	3	1				2				3			2	
95	K-6		03	3		12	2																	
116	K-6	123	3			12		3		123	3	12				1	2	1	1	3	2			
118	K-6		3		12		2			1		2				1					2			
131	K-6		00	123																				
132	K-5		00		12											1			1					
134	K-6		3		12							2				1					2			
135	K-6		0	123																				
136	K-6		3		12			3				12				1					2			
147	K-6		00		12											1								
156	K-5		00		12											1			1					
176	K-6		00		12																			
181	K-5		00																					
109	K		0																					
138	K-6		0	3																				
195	K-5		0																					

Table C30
LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 30, RICHMOND
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
1	K-6		00													2							2	
3	K-6		00																					
4	K-6		00																					
5	K-6		00																					
8	K-6		00																					
10	K-6															2					2			
11 *	K-6		2																					
12	K-6		00																					
13	K-6		00																					
14	K-6		3				12					12												
15	K-6	XX	2																					
16	K-6	123	03					3		23	3	12					2			3	2			
17	K-8	X																						
18	K-6	123	23						12			12				2	2	1			2		2	
19	K-6		20																					
20	K-6		23		12							12				2					2		2	
21	K-6		20																					
22	K-6		00																					
23	K-6		00																					
25	K-6															2					2			
26	K-6		00																					
29	K-6		00																					
30	K-6		00					3																
31	K-6	23	03						123			12				2					2		2	
35	K-6		00									12												
36	K-6		00																					
38	K-6		20													2							2	
39	K-6		20																		2			
40	K-6		03					3																

* PS 10 is Annex to PS 52

X = discontinued 10/65 (PS 17 became PS 31)
XX = discontinued 10/66

Table **C30 CONTINUED**

LOCATION OF PROJECTS FOR PUBLIC ELEMENTARY SCHOOLS, BY SCHOOLS, FOR DISTRICT 30, RICHMOND (Cont'd.)

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Public School#	Grade Span	S. S.	Poverty Area	O E	Trans.	Improved Services	Support Services	Compens. Educ.	M E S	Pre. K.	Expan. K. K Pilot K Aides	Head Start	E. C. Gr. 1&2	Speech Improv.	Eng. 2nd Language	A S S C	Summer Elem.	TV & AV	TT Mdl. Sch.	Auxil. Non-Prof.	Library Aides	Prin-cipals	Evening Guid.	Other
41	K-6		20																					
42	K-6		00																					
44	K-6	123	23			12				123	3	12				1		1		3	2			
45	K-6		0			12																		
46	K-6		20													2					2		2	
48	K-6		00																					
50	K-6		CC																					
52	K-6		20																					
53	K-5		00																					
55	K-6		00																					

PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS

Explanatory Key for Tables C31 through C60

Schools: Junior High Schools and High Schools are listed together by districts, 1 through 30. School lists compiled from annual report on the utilization of school buildings prepared by the School Planning and Research Division, and from the Bureau of Educational Program Research and Statistics of the Board of Education.

Grade Span: Data obtained from October 31, 1966 Ethnic Census provided by the Bureau of Educational Program Research and Statistics, and from the 1967-68 Directory of the Board of Education.

Entries under Headings:
1 = School year 1965-66 (and summer 1966)
2 = School year 1966-67 (and summer 1967)
3 = School year 1967-68

The data on schools designated as participants were obtained from the project applications.

SS: Special Service Schools. This designation applies to Junior High and Intermediate Schools only. Data for three years were obtained from the Junior High School Division of the Board of Education.

Poverty Area: Refers to location of school with regard to officially defined poverty areas. No information available for 1965-66. For 1966-67 and 1967-68, data were obtained from Basic Data Form OE 4304, submitted by the Board of Education in its application for funds.

A blank space indicates that no information was available for year 1, or for a particular school (years 2 or 3). A "0" indicates that school was not in poverty area; "2" indicates school was in poverty area, as defined, for 1966-67; "3" indicates it was in poverty area for 1967-68.

JUNIOR HIGH AND INTERMEDIATE SCHOOL PROJECTS

Improved Services: Improved Educational Services in Selected Special Service Schools (2 years).

ASSC: After School Study Centers (2 years). The ASSCs were open to public junior high and intermediate school pupils both years.

Trans. Special Enrichment Program Geared to Excellence for Schools in Transitional Areas (2 years).

Career Guid.: Implementation of the Career Guidance Curriculum and Teacher Training (1 year).

OE: Open Enrollment (3 years).

Grade Reorgan. Mdl Sch.: The Middle School Grade Reorganization (2 years).

Support Services: Improving Instruction in Schools for Socially Maladjusted Children (2 years).

Compens. Educ.: Compensatory Education and Supportive Services in Selected Schools (1 year).

TT Mdl. Sch.: A Project to Provide Teacher-Supervisor Training Needed to Implement, in 12 Schools Serving Disadvantaged Pupils, the Middle Schools Curriculum (1 year).

Summer School Centers: 1965-66 Summer School Programs (open to both public and nonpublic school pupils); 1966-67 Junior High Schools (both public and nonpublic school pupils).

Speech Improv.: Speech Improvement Program (2 years).

HIGH SCHOOL PROGRAMS

OE: Open Enrollment (1 year).

Compre. H. Sch.: The Four-Year Comprehensive High School (2 years).

College Bound: 1966-67 Planning Grant for Development of College Bound (regular school year, public school pupils); 1966-67 High School College Bound, Summer (Summer 1967 program had both public and nonpublic school centers, which are not listed); 1967-68 College Bound (public schools only).

Compens. Educ.: Compensatory Education and Supportive Services (1 year).

Library Aides: School Aides for Libraries (1 year).

Principals: Internship for Principals (Operation Leadership) (1 year).

Summer School Centers: 1965-66 Summer School Programs (for both public and nonpublic school pupils). 1966-67 Vocational High School Program for Disadvantaged (both public and nonpublic school) Pupils.

Athletic: Interscholastic Athletic Program (1 year).

CDDP: College Discovery and Development Program (3 years).

Attendance: Improved Attendance Services in High Schools (1 year).

NOTE: Some projects listed in Tables 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, and 4.3 in Chapter III are not included because there were no schools appended to the project applications. These projects are primarily teacher training and curriculum development programs, etc. Also, several projects, where action takes place in one or two buildings used as centers, are not included.

TABLE C31

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 1, **MANHATTAN**

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 22	7-9	123	23	12			2			2	3			
J 60	7-9	123	23		2	12	2				3			
J 71	7-9	123	23		12	12	2				3			12
J 104	7-9		00					123						
High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
Seward Park	A9-12	23		12		3	2	2		1	123			
Washington Irving	A9-12	00		12	3	3			1					
Stuyvesant	A9-12	00		12										

TABLE C32

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 2, MANHATTAN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 47 (Sch. for Deaf)	7-9			0										
J 13	7-9	123	23	12			2				3			
J 99	7-9	123	23	12			2				3			
J 167	7-9	1	00			12	2							
High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
Julia Richman	A9-12	00		12		3								
Central Commercial	V9-12	00		12		3								
High School of Art and Design	V9-12	00		12										
Yorkville	V9-12	20		12		3								
Manhattan Vocational	V9-12	23		12		3				1				
Mabel D. Bacon	V9-12	00		12		3								

TABLE C33

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 3 , **MANHATTAN**

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 3 (Discontinued 10/66)	7-9	1		1										
J 12	7-9	123	23	12							3			
J 17	7-9	123	23	12							3			
J 65	7-9	123	23	12							3			
IS 70	6-9	23	23	2	2		2				3	1		

High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
Charles E. Hughes	A9-12	23		12	3	3	2							
Haaren	A9-12	23		12	3	3				1				
High School of Fashion Ind.	V9-12	23		12		3	2							
Metropolitan	V9-12	23		12		3				1				
Chelsea	V9-12	00		12		3				1				
New York School of Printing	V9-12	20		12						1				
Food & Maritime Trades	V9-12	00		12		3				1				

TABLE C34

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 4, MANHATTAN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 45	7-9	123	23	12	2						3			
J 43	7-9	123	23	12			2				3			
J 120	7-9	123	23	12			2				3	1		12
IS 117	6-8	123	23						12		3	1		
IS 201	5-7	23	23		2*				2		3	1	2	
High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance	Other	
Benjamin Franklin	A9-12	23		12	3	3				1			3**	

*Special Program, ASSC and SPDC.

**A two-part project, HS Cluster and Street Academies.

TABLE C35

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 5, MANHATTAN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 54	7-9	123	23	12			2			2	3		12	
J 118	7-9	123	03	12	2		2				3			
IS 44	6-8	123	23						12		3			
IS 88	6-8	123	23						12	12	3	1		

High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
Louis D. Brandeis	A9-12	23		12		3	2	2						
Annex High School of Commerce	A									1				

TABLE C36

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 6 , **MANHATTAN**

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer * School Centers	Speech Improv.
J 52	7-9		00		12			12						
J 143	7-9	123	00	12			2			2				
IS 136	6-8	123	23		2				12		3			
IS 139	6-8	123	23				2		12	2	3			
IS 164	6-8	123	23				2		12	2	3			
High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
George Washington	A9-12	00		12	3	3				1				
Music and Art	A9-12	03	3	12					2					
Performing Arts (Annex)		0												

*The JHS Summer Academy, Year 2, was held in the High School of Music and Art

TABLE C37

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 7, BRONX

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 149	7-9	123	23	12							3			
J 38	6-8	123	23						12		3			
J 139	6-8	123	23						12		3			
IS 155		3	3								3			

High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
Alexander E. Smith	V9-12	20		12		3				1				
Samuel Gompers	V9-12	20		12		3				1			1	

TABLE C38

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 8 , **BRONX**

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 52	6-8	123	23						12	12	3			
J 101	7-9		00		12		2	12						
J 120	7-9	123	23	12							3			
J 123	7-9		23		12	12	2				3			
J 125	7-9	123	00	12							3			
IS 131	5-7	23	03		2				2		3	1		
High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
Jane Addams	V9-12	23		12		3								

TABLE C39

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 9 , BRONX

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl.Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 55 (Discontinued 10/67) Replaced by 148	6-8	2	2		12		2		12	12				
J 22	6-8	3	23		12		2		12		3			
J 82	6-8		00		12		2	3	12			1		
J 145	6-8	123	03						12	12	3		2	
J 117	7-9		00		12	12	2	3						
IS 148	6-8	3	3								3			

High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
William H. Taft	A9-12	00		12	3	3	2			1				

TABLE C40

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 10, BRONX

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 45	7-9	123	03			12					3		2	
J 79	7-9		00		12	12		3						
J 80	7-9		00		12	12								
J 115	7-9		23		12	12					3			
J 118	7-9	123	23	12			2				3			
J 141	7-9		00		12			123						
J 143	7-9		00		12	12		3						
High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
Walton	A9-12	00		12	3	3								
Theodore Roosevelt	A9-12	23		12		3			1	1	123			
DeWitt Clinton	A9-12	00		12		3				1				
High School of Science	A9-12	00		12										
Grace H. Dodge	V9-12	00		12		3				1				

TABLE C41

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 11, BRONX

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 113	7-9		00		12	12								
J 127	7-9		00		12			123						
J 135	7-9		00		12			12						
J 142	7-9		20		12	12	2							
High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
Christopher Columbus	A9-12	00	3	12						1				
Evander Childs	A9-12	00		12	3	3	2			1				

TABLE C42

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 12, BRONX

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 44	7-9	123	23			12					3			
J 98	7-9	123	3	12			2				3		1	
J 133	7-9	123	23	12			2				3			
J 136	7-9	123	23	12			2				3			

High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
Morris	A9-12	23		12	3	3				1				
James Monroe	A9-12	23		12	3	3				1				

TABLE C43

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 13 , BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl.Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 117	6-8	123	23						12		3			
J 258	6-8	123	23		2		2		12		3		2	
J 265	7-9	123	23	12			2				3			12
J 294	7-9	123	23	12	2		2				3			

High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
Brooklyn Technical	A9-12	20	3	1					1					
Boys	A9-12	23		12	3	3				1				
George Westinghouse	V9-12	23		12		3				1				

TABLE C44

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 14, BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 50	7-9	123	23			12	2				3			
J 126	7-9	123	23			12	2				3			
J 33	6-8	123	23				2		12	12	3		2	
J 318	5-7	23	23		2				2	12	3			
IS 49	6-8	123	23				2		12		3	1		12
High Schools	**Type Grade Span**	**Poverty Area**	**O E**	**Compre. H. Sch.**	**College Bound**	**Compens. Educ.**	**Library Aides**	**Prin-cipals**	**Summer School Centers**	**Athletic**	**C D D P**	**Atten-dance**		
Eastern District	A9-12	23		12	3	3				1				
Brooklyn Auto Trades	V9-12	23		12		3				1				
Eli Whitney	V9-12	23		12		3			2	1				

TABLE C45

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 15, BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 6	6-8	123	23						12		3			
J 88*	7-9	123	03			12					3			
J 51	7-9	123	23			12					3			
J 136	7-9	123	03			12	2				3			
J 142	7-9	123	23			12	2				3			
High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin- cipals	Summer School Centers	Athletic	C D D P	Atten- dance		
John Jay	A9-12	23		12	3	3				1				
Sarah Hale	V9-12	23		12		3								

*J 10 merged with J 88 October 1967

TABLE C46

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 16, BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 35	6-8	123	23						12		3			
J 111	6-8	3	23				2		12		3			
J 57	7-9	123	23	12							3			
J 162	7-9	123	03			12	2				3			12
High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
Bushwick	A9-12	23		12	3	3				1				

TABLE C47

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 17, BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 178	6-8	123	23						12		3			
J 210	6-8	123	23						12		3			
J 263	6-8	123	03				2		12		3		12	
J 61	7-9		23			12	2			12	3		2	
J 271	7-9	123	23	12			2		12		3			
IS 246	6-8		00		12							1		

High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
Prospect Heights	A9-12	23		12	3	3								
Erasmus Hall	A9-12	00	3	12										
Clara Barton	V9-12	23		12		3								
Alexander Hamilton	V9-12	23		12		3	2	2		1				

TABLE C48

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 18, BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 275	6-8		03				2		12	12				
J 68	7-9		00		12			123						
J 211	7-9		00			12								
J 232	7-9		00		12	12		3						
J 252	7-9	23	03			12	2							
J 285	7-9		00			12		3						
High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
Samuel J. Tilden	A9-12	00	3	12	3					1				
George W. Wingate	A9-12	00		12	3	3				1				
Conarsie	A9-12	00	3	12						1				

TABLE C49

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 19, BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 171	6-8		3					3	12					
J 64	7-9	123	23			12	2				3			
J 166	7-9	123	23			12	2				3			
J 296	7-9	123	23			12					3			
J 149	7-9	12	3			12								
IS 218	6-8	3	23						12		3	1		
IS 292	7-9	3	3								3			
High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
F. K. Lane	A9-12	00		12	3	3				1	2*	2		
Thomas Jefferson	A9-12	23		12		3		2	1	1	123	2		
East New York	V9-12	20		12		3				1		2		
William H. Maxwell	V9-12	23		12		3						2		

*Part of the "Upward Bound" Program.

TABLE C50

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 20, BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 223	6-8		00		12			3	12					
J 227	6-8		00		12			3	12					
J 62	7-9		00		12			123						
J 201	7-9		00		12			123						
J 220	7-9		00		12			123						
J 259	7-9		00					3						
High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin- cipals	Summer School Centers	Athletic	C D D P	Atten- dance		
New Utrecht	A9-12	00	3	12						1				
Bay Ridge	A9-12	00	3	12	3									
Fort Hamilton	A9-12	00	3	12										

TABLE C51

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 21, BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 96	6-8		00		12			3	12	12				
J 228	7-9		00					3			3			
J 239	7-9		23			12		23						
J 281	7-9		00		2									
J 128					1			1						

High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
Lafayette	A9-12	00	3	12						1				
Abe Lincoln	A9-12	20	3							1				
Franklin D. Roosevelt	A9-11	00	3	12						1				
Mr. William E. Grady	V9-12	00		12						1				

TABLE C52

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 22, BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 14	7-9		00		12			123						
J 78	6-8		00		12		2		12	12				
J 43	7-9		00					3						
J 234	7-9		00					3						
J 240	7-9		00					3						
J 278	7-9		00		12			12						
High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
Midwood	A9-12	00	3	12										
James Madison	A9-12	00	3	12						1				
Sheepshead Bay	A9-12	00	3	12						1				

TABLE C53

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 23, QUEENS

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 10	7-9		00		12			12						
J 141	7-9		00		12	12		3						
J 204	7-9	123	03		2	12								
IS 126	5-8	123	03						12		3	1		12
IS 145	7-9		00			12								

High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
William C. Bryant	A9-12	00	3	12					1	1				
Long Island City	A9-12	20	3	12	3					1				
Queens	V9-12	00		12						1				
Aviation	V9-12	00		12						1				

TABLE C54

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 24, QUEENS

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 16 (discontinued 10/66)	7-8	1	2		1				1					
J 73	7-9		00		12			123						
J 93	7-9		00					3						
J 119	7-9		00					123						
J 125	7-9		00		12	12		3						
J 77 (Annex of J 296K)	7													
IS 61	7-9		00		2		2		2					
High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
Newton	A9-12	00	3	12						1				
Gorver Cleveland	A9-12	00	3	12	3					1				

TABLE C55

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 25, QUEENS

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 168	7-9		00		12			12						
J 185	7-9		00											
J 189	7-9		00											1
J 194 (PS 129 is annex to J 194)	7-9		00		12			123						
J 218	7-9		00											
High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
John Browne	A9-12	00	3	12						1				
Flushing	A9-12	00	3											

TABLE C56

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 26, QUEENS

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 67	7-9		00		12	12		3						
J 158	7-9		00		1			12						
J 172	7-9		00		12			123						
J 216	7-9		00		12			123						
J 74	7-9		00											
High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
Francis Lewis	A9-12	00	3	12										
Martin Van Buren	A9-12	00	3	12										
Bayside	A9-12	00	3											
Benjamin Cardoza	A9-12	0												

TABLE C57

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 27, QUEENS

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 202	7-8		0		12				12					
J 210	7-8		0		2				2					
J 180	7-9		00											
J 198	7-9		23		12	12					3			
High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
Far Rockaway	A9-12	0	3							1				
Richmond Hill	A9-12	00	3	12						1				
John Adams	A9-12	00	3	12						1				

TABLE C58

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 28, QUEENS

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 8	7-9	123	23						12		1 3	1	2	
J 142	6-8	123	23						12		3			
J 72	7-9		0					3						
J 157	7-9		00											
J 190	7-9		03		12			123					1	
J 217	7-9		00		12			123						
High Schools	**Type Grade Span**	**Poverty Area**	**O E**	**Compre. H. Sch.**	**College Bound**	**Compens. Educ.**	**Library Aides**	**Prin-cipals**	**Summer School Centers**	**Athletic**	**C D D P**	**Atten-dance**		
Forest Hills	A9-12	00	3											
Jamaica	V9-12	00		12										
Woodrow Wilson	V9-12	0		12		3				1				

TABLE C59

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 29, QUEENS

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 59	6-8		00		12		2	3	12			1		
J 231	6-8		00		12		2		12					
J 109	7-9		00				2	12						
J 192	7-9		3			12	2							

High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
Springfield Gardens	A9-11	00		12						1				
Jamaica	A9-12	00		12						1	123			
Andrew Jackson	A9-12	3		12	3	3				1				
Thomas Edison	V9-12	00		12						1				

TABLE C60

LOCATION OF PROJECTS FOR PUBLIC JUNIOR HIGH, INTERMEDIATE, AND HIGH SCHOOLS, BY SCHOOLS, FOR DISTRICT 30, RICHMOND

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Junior High and Intermediate Schools	Grade Span	S. S.	Poverty Area	Improved Services	A S S C	Trans.	Career Guid.	O E	Grade Reorgan. Mdl. Sch.	Support Services	Compens. Educ.	TT Mdl. Sch.	Summer School Centers	Speech Improv.
J 2	7-9		20											
J 27	7-9		3											
J 49	7-9		3											1
J 51	7-9		00				2							
J 7	7-8		00											
High Schools	Type Grade Span	Poverty Area	O E	Compre. H. Sch.	College Bound	Compens. Educ.	Library Aides	Prin-cipals	Summer School Centers	Athletic	C D D P	Atten-dance		
New Dorp	A9-12	00								1				
Port Richmond	A9-12	20	3							1	123			
Curtis	A9-12	00	3							1				
Tottenville	A9-12	00								1				
Ralph R. McKee	V9-12	00		12						1				

PROJECTS FOR NONPUBLIC SCHOOL PUPILS

Explanatory Key for Tables C61 through C90

NPS Code: Nonpuplic School Code

1 = Schools in the Catholic Archdiocese of New York (Manhattan, Bronx, Richmond).
2 = Schools in the Catholic Archdiocese of Brooklyn (Brooklyn, Queens).
3 = Hebrew Day Schools
4 = Greek Orthodox Schools
5 = Lutheran Schools
6 = Episcopal Schools
7 = Secular Schools

School Lists: Compiled from project applications; not inclusive of all nonpublic schools in New York City.

Grade Span: Data obtained from project applications; if no grade span was included on the lists of schools, grade spans prepared in the office of the Nonpublic School Coordinator of OSFAP were used.

Entries under Headings:
1 = School year 1965-66 (and summer 1966)
2 = School year 1966-67 (and summer 1967)
3 = School year 1967-68

Poverty Area: Data for 1966-67 and 1967-68 were obtained from the "Application for Assistance, Basic Data Form (OE 4304), Section 6 -- Attendance Area Eligible for Title I Projects," submitted to the state by the Board of Education. No data was available for 1965-66.

An "0" indicates that the school was not in a poverty area; a blank space indicates that no information was available; a "2" indicates that the school was in a poverty area for 1966-67; a "3" indicates that the school was in a poverty area for 1967-68.

Headings:

Corr. Reading: Corrective Reading Project (3 years).

Corr. Math: Corrective Mathematics Project (2 years)

Achieve. Tests: Achievement Tests (2 years).

Eng. 2nd Language: English as a Second Language (1 year).

Evening Guid. 1965-66 Out-of-School Guidance Centers; in 1966-67 Evening Guidance Centers were established for both public and nonpublic school pupils.

In-Sch. Guid.: 1966-67 In-School Guidance; 1967-68 Clinical Guidance (2 years).

Handicapped: Handicapped Children (1 year).

Speech Improv.: Basic Speech Improvement (1 year).

Speech Therapy: Speech Therapy. In 1965-66 there was an in-school program and an after-school program. Only the in-school program was continued for 1966-67 and 1967-68 (3 years).

Field Trips: Educational Bus Transportation (2 years).

ASSC: Remedial and Tutorial After School Study Centers. In 1965-66 for nonpublic school pupils. In 1966-67, ASSCs were established for both public and nonpublic school pupils.

Educ. Enrich.: Educational Enrichment (SDPC) (2 years).

TV & AV: TV and AV Equipment was available to both public and nonpublic school pupils (1 year).

Summer Elementary: Summer Music and Art, which became part of the Summer 1966 Elementary Day Schools. No schools are included in the project application for Summer 1967.

Table C61
LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 1, MANHATTAN
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
1	St. Brigid	1-8	23	23	23	23	3		123	23	12	12	1		2	23	
1	St. Emeric	k-8	23	23	23	23	3		23	23	12	12	1		2	23	
1	St. George	k-8	23	23	23	23	3		23	23	2	12			2	23	
1	Mary Help of Christians	1-8	23	23	23	23	3		23	23	2	12			2	2	
1	St. Stanislaus	1-8	23	23	23	23	3		23	23	2	12			2	23	
1	Our Lady of Sorrows	1-8	23	23	23	23			123	23	12	12	1		2	23	
3	**Beth Jacob School for Girls**	1-8	23	123	23	23		1	123	23	1		1		2	23	
3	Yeshiva Ch'san Sofer and Yeshiva Rab. Solomon Kluger	1-9	23	23	23	23			23	23					2	23	
6	Grace Church School	k-8	0		2	2				2	2	2			2	2	
1	Most Holy Redeemer	1-8	23	23	23	23	3		23	23	12	12	1		2	23	
3	Esther Schoenfeld H.S.	9-12	3						3							3	

Table C62
LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 2 , MANHATTAN
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
1	St. Stephen	1-8	00	23	23	23	3		23	23	12	12	1		2	23	
1	St. Cecilia	1-8	23	123	23	23			23	23	12	12			12	23	
1	St. Lucy	1-8	23	123	23	23			3	23	12	12	1		2	23	
1	St. Francis De Sales	1-8	03	123	23	23	3		123	23	12	12	1		2	23	
1	Our Lady of the Scapular	k-8	20	2	23	23	3		123	23	12	12	1		2	23	
4	Cathedral School	k-8	0	2	2	2				2	2	2			2	2	
1	Kennedy Child Study	4-8									2	2					

Table C63
LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 3, MANHATTAN
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
1	St. Alphonsus	1-8	0	2	2	2				2	12	12	1		2	2	
1	St. James	1-8	23	1 3	23	23			123	23	2	12		1	23	23	
1	St. Patrick	1-8	03	12	23	23			23	23	12	12	1		23	23	
1	Transfiguration	1-8	03	123	23	23			23	23	2	12		1	23	23	
1	St. Bernard	K-8	00	23	23	23			123	23	12	12	1	1	123	23	
1	St. Clemens Mary	1-8	23	23	23	23	3		23	23	12	12	1		23	23	
1	St. Columba	1-8	23	123	23	23	3		23	23	12	12	1	1	23	23	
1	St. Francis Xavier	K-8	23	23	23	23	3		23	23	12	12	1	1	23	23	
1	Guardian Angel	1-8	23	23	23	23			3	23	2	12			23	23	
1	Holy Cross	K-8	23	23	23	23			23	23	2	12			23	23	
1	St. Michael	1-8	23	123	23	23			3	23	12	12	1		23	23	
1	St. Joseph	K-8	03	23	23	23			23	23	2	12			23	23	
1	St. Joseph	1-8	0	2	2	2				2	2	12			2	2	
1	Our Lady of Pompeii	K-8	0	2	2	2			12	2	12	12	1		2	2	
1	Sacred Heart	K-8	23	23	23	23	3		1 3	23	12	12	1		23	23	3
4	Chelsea Greek American	PK-8	23	1 3	23	23	3		23	23	2	12			2	23	
6	St. Luke's	PK-8	0	1		2			1	2	12	12	1	1	123	2	
3	Yeshiva Rabbi Joseph Konvitz	K-8	23	123	23	23			23	23	1	1	1	1	23	23	

Table C63 CONTINUED
LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 3, MANHATTAN (Cont'd)
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
1	St. Anthony	K-10	0	1	2	2			2	2	2	12			2	2	
3	Rabbi Jacob Joseph School	1-12	23	1	3	23		1	123	23	1	1	1		3	3	
3	Mesivta Tifereth Jerusalem	K-12	23	123	23	23			1 3	23	1	1	1		123	23	

Table C64

LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 4 , MANHATTAN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
1	Annunciation	1-8	23	123	23	23	3		23	23	12	12	1		2	23	
1	All Saints	1-8	23	23	23	23	3		13	23	2	12		1	2	23	
1	St. Joseph	1-8	23	123	23	23	3		3	23	2	12			2	23	
1	St. Ann	k-8	23	23	23	23	3		3	23	2	12			2	23	
1	Commander Shea	1-8	23	123	23	23	3		23	23	12	12	1		2	23	
1	Holy Rosary	k-8	20	123	23	23	3		23	23	12	12	1		2	23	
1	Our Lady of Mount Carmel	1-8	23	23	23	23	3		3	23	12	12	1	1	2	23	
1	Our Lady Queen of Angels	k-8	23	123	23	23	3		23	23	12	12		1	2	23	
1	St. Paul	1-8	23	123	23	23	3		23	23	12	12	1		2	23	

Table C65
LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 5, Manhattan
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
1	St. Paul the Apostle	K-8	23	123	23	23		1	123	23	12	12	1		2	23	3
1	Ascension	1-8	20	123	23	23	3		23	23	12	12	1		2	23	
1	Blessed Sacrament	1-8	23	23	23	23	3		23	23	2	12			2	23	
1	Corpus Christi	1-8	03	23	23	23	3		23	23	2	12			2	23	
1	St. Gregory	1-8	03	123	23	23			23	23	2	12			2	23	
1	Holy Name	1-8	23	123	23	23	3		23	23	12	12	1		2	23	
1	Msgr. Wm. Kelly	6-8	23			23			3	23	2	2			2	23	
1	Holy Trinity	1-8	23	23	23	23			23	23	12	12	1		2	23	
1	St. Thomas the Apostle	1-8	23	123	23	23			23	23	12	12	1	1	2	23	
5	Manhattan Day School	K-8	23	3	23	23			23	23						3	
6	Cathedral School of St. John the Divine	3-8	3			3			3	3						3	
3	Yeshiva Chofetz Chaim	K-12	C3	23	23	23			23	23						3	

Table C66

LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 6 , **Manhattan**

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
1	**Our Lady of Lourdes**	1-8	23	123	23	23	3		23	23	12	12	1		2	23	3
1	**St. Aloysius**	1-8	23	123	23	23			3	23	2	12			2	23	
1	**St. Catherine of Genoa**	1-8	23	23	23	23			23	23	12	12	1		2	23	
1	**St. Charles Borromeo**	1-8	23	23	23	23	3	1	123	23	12	12	1		2	23	
1	**St. Mark Evangelist**	1-8	23		2	23		1	123	23	2	12			2	23	
1	**Resurrection**	1-8	23	123	23	23	3		123	23	2	12		1	2	23	
3	**Yeshiva Rabbi Moses Soloveichik**	PK-8	0			2			2	2					2	2	
5	**School on the Hill**	1-6	23	23	23	23			3	23	2	2			2	23	
1	**Incarnation**	1-8	23	23	23	23	3		3	23	2	2			2	23	
5	**St. Mathew Lutheran**	PK-8	0			2			2	2	2	2			2	2	
1	**St. Rose of Lima**	1-8	23	23	23	23	3		3	23	2	2			2	23	3
3	**Yeshiva Haichel Hatorah**	8-12	23	1		2			3	2		1	1		12	23	
7	**Harlem Prep. School**	9-12	3														

Table C67

LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 7 , Bronx

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
1	St. Anselm	1-8	23	123	23	23	3		123	23	12	12	1		2	23	
1	St. Jerome	1-8	23	123	23	23	3		123	23	12	12	1		2	23	
1	St. Luke	1-8	23	123	23	23	3		123	23	2	12			2	23	
1	St. Pius V.	1-8	23	123	23	23	3		123	23	2	12			2	23	
1	St. Rita	1-8	23	123	23	23	3		123	23	2	12			2	23	
1	Our Lady of Pity	1-8	23	23	23	23			3	23	12	12	1		2	23	
1	St. Peter & Paul	1-8	23	23	23	23	3		23	23	12	12	1		2	23	
4	Greek American Institute	1-8	2	12	2	2			12	2	12	12	1		12	2	
5	St. Peter's Lutheran	1-4	23	123	2	23			3	23	2	12				23	
1	Immaculate Conception	1-8	23	123	23	23		1	123	23	2	2			2	23	3
1	St. Adalbert	1-8	23	123	23	23			23	23	2	12			2	23	

Table C68

LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 8, Bronx

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
1	**St. Athanasius**	1-8	23	123	23	23	3		123	23	2	12			2	23	
5	**Trinity Lutheran**	1-5	0		2	2				2	2	2			2	2	

Table C69

LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 9 , Bronx

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
1	St. Angela Merici	1-8	2	2	2	2			12	2	12	12	1		2	2	
1	Our Lady of Victory	1-8	23	123	23	2	3		13	23	2	12		1	2	23	
3	Yeshiva Zichron Moshe	K-9	23	123	23	23			13	23	1	1	1	1	12	23	
3	Beth Jacob - Beth Miriam	PK-8	2	12	2	2			12	2		1	1				
1	St. Augustine	1-8	23	123	23	23			123	23	12	12	1	1	2	23	

Table C70

LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 10 , Bronx

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
1	St. Joseph	1-8	23	123	23	23	3		123	23	12	12	1	1	2	23	
1	Our Savior	1-8	23	23	23	23			3	23	2	2			2	23	
1	St. Martin of Tours	1-8	23	23	23	23			3	23	2	2			2	23	

Table C71

LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 11, Bronx

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
1	Immaculate Conception	1-8					3				1	1	1				
1	Lt. Jos. P. Kennedy, Jr.	1-8	2	1	2							1					
3	Lubavitcher Yeshiva of Bronx	N.A.	0	2	2	2				2							

Table C72

LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 12 , Bronx

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
1	St. John Chrysostom	1-8	23	123	23	23		1	123	23	12	12	1		2	23	3
1	St. Anthony of Padua	1-8	23	123	23	23	3		123	23	12	12	1	1	2	23	
1	St. Thomas Aquinas	1-8	23	23	23	23	3		123	23	12	12	1	1	2	23	
3	Yeshiva Torah V'Emunah	K-12	2	12		2			1	2	1	1	1		2	2	

Table C73
LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 13, BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
2	St. James	1-8	23	123	23	23			123	23	12	12	1		12	23	
2	Nativity of Our Blessed Lord	1-8	23	123	23	23		1	123	23	12	12	1		12	23	
2	Our Lady of Victory	1-8	23	123	23	23			23	23	12	12	1		12	23	
2	St. Patrick	1-8	23	123	23	23			23	23	12	12	1		12	23	
2	Queen of All Saints	1-8	23	123	23	23			123	23	12	12	1		12	23	
2	Sacred Heart	1-8	23	123	23	23			123	23	12	12	1		12	23	
2	St. Augustine	1-8	23	123	23	23	3		23	23	2	12			12	23	
2	St. Peter Claver	1-8	23	123	23	23		1	123	23	12	12	1		12	23	
2	St. Joseph	K-8	23	123	23	23			23	23	2	12			12	23	3
2	St. Ambrose	1-8	23	123	23	23	3		123	23	1	12	1	1	12	23	
2	Convent of Mercy	N.A.	2														
2	*St. Francis de Sales	1-8	2			2			3	2							3
6	St. Ann's School	1-8	3			3			3	3							
2	St. Francis Xavier	1-8	3	3	3	3			3	3						3	
6	St. Augustine Episcopal	PK-9	23	23	23	23			23	3	2	2			2	23	
2	Bishop Loughlin H.S.	9-12	2	1								1			2	2	

*Includes Itinerant Program for Blind

Table C74
LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 14, BROOKLYN
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
2	All Saints	1-8	23	123	23	23	3		23	23	12	12	1	1	12	23	
2	Annunciation	1-8	23	123	23	23			3	23	12	12	1			3	
2	St. Cecelia (Girls)	1-8	23	3	3	3			1 3	3					12	23	
2	St. Cecelia (Boys)	1-8	23	123	23	23	3		123	23	12	12	1		12	23	
2	Epiphany	1-8	23	123	23	23		1	123	23	12	12	1		12	23	
2	Immaculate Conception	1-8	23	123	23	23			123	23	12	12	1		12	23	
2	St. John the Baptist	K-8	23	123	23	23			123	23	12	12	1	1	12	23	
2	Most Holy Trinity	K-8	23	123	23	23	3		123	23	12	12	1		12	23	
2	St. Nicholas	1-8	23	123	23	23			123	23	12	12	1		12	23	
2	SS Peter & Paul	1-8	23	123	23	23			123	23	12	12	1	1	12	23	
2	Transfiguration	1-8	23	123	23	23	3	1	123	23	12	12	1	1	12	23	
3	Yeshiva Torah Vodaath	K-8	23	123	23	23			3	23	1	1	1		2	23	
3	Bais Yaakov for Girls	K-8	23	23	23	23	3		1 3	23	1		1				
3	Yeshiva Ahavas Yisrael	K-8	23	123	3	23	3		3	23			1		12	23	
3	Yeshiva Yesode Hatorah V'Etz Chaim	K-8	23	123	23	23	3		23	23	1		1		2	23	
3	Yeshiva Machzikei Torah of Belz	1-8	23	123	23	23	3		23	23			1			3	
2	S.S. Cyril and Methodius	1-8	0	2	2	2			2	2	2	2				2	
2	St. Joseph Hall	N.A.	2			2				2							

Table C74 CONTINUED

LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 14, BROOKLYN (Cont'd)

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
3	Yeshiva Kehilath Yaakov	K-6	03	123	23	23			23	23			1			3	
3	Bais Yaakov Dkhal Adas Yereim	K-6	3	3	3	3	3		3	3						3	
2	Our Lady of Consolation	K-8	3	3	3	3			3	3						3	
2	St. Francis of Paola	K-8	3	3	3	3			3	3						3	
2	St. Vincent DePaul	K-8	3	3	3	3			3	3						3	
5	St. John the Evangelist	5-7	23	123	23	23			3	23	2	1			2	23	
3	Yeshiva Beth Chana	K-9	2	12	2	2				2			1		2	2	
3	Mesivta Nachlas Yaakov	9-12	3						3				1			3	
3	Beth Jacob Parochial	9-12		1									1				
3	Yeshiva Arugath Habosen	1-11	23	23	23	23			3	23			1			3	
3	Yeshiva Bet Shearim	9-12											1				

Table C75
LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 15, Brooklyn
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
4	Argyrios Fantis (S.S. Constantine & Helen)	K-8	23	123	23	23			23	23	12	12	1		12	23	
2	St. Agnes	1-8	23	123	23	23			123	23	12	12	1	1	12	23	
2	St. Charles Borromeo	K-8	03	123	23	23			23	23	12	12	1		12	23	
2	St. Mary Star of the Sea	1-8	23	123	23	23			123	23	12	12	1		12	23	
2	St. Paul	1-8	23	123	23	23	3		123	23	12	12	1	1	12	23	
2	St. Peter	K-8	23	123	23	23			23	23	12	12	1		12	23	
2	Sacred Heart of Jesus & Mary	1-8	23	123	23	23			123	23	12	12	1		12	23	
2	Visitation of Blessed Virgin Mary	1-8	23	123	23	23			123	23	12	12	1	1	12	23	
2	Our Lady of Peace	K-8	23	123	23	23	3		23	23	2	12		1	12	23	
4	Soterios Ellenas	K-8	23	23	3	23	3		3	23	2	2			2	23	
2	Holy Family	1-8	3	3	3	3			3	3						3	
6	McAldin School of Christ Child	K-6	3		3	3			3	3							
2	St. John the Evangelist	K-8	3	3	3	3			3	3						3	
2	St. Thomas Aquinas	1-8	3	3	3	3			3	3						3	
2	St. Stephen High School	9-12		1								1					
3	Torah V'Yirah for Boys United Talmudical Academy	K-12		1					1				1				
3	Bnos Jacob for Girls	K-11	23	123	23	23			123	23	1		1			3	

Table C76

LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 16, Brooklyn

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
1	St. Benedict	1-8	23	123	23	23		1	123	23	12	12	1	1	12	23	
1	Holy Rosary	1-8	23	123	23	23		1	123	23	12	12	1	1	12	23	
1	Our Lady of Good Council	1-8	23	123	23	23			123	23	12	12	1	1	12	23	
5	St. Mark Lutheran School	K-5	23	123	23	23			23	23	2	12			12	23	
2	St. Barbara	1-8	23	23	23	23			23	23	2	2			2	23	
6	Calvary & St. Cyprian	PK-8	23	123	23	23			3	23	2	12			12	23	
2	St. Leonard of Port Maurice	1-8	3	3	3	3			3	3						3	
3	United Talmudical Academy Beth Rachel for Girls	K-12	23	23	23	23	3		123	23	1		1				

Table C77

LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 17, BROOKLYN
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
6	Epiphany Lutheran	K-8	23	123	23	23			12	23	12	12	1		12	23	
2	St. Frances Assissi	1-8	23	123	23	23			12	23	12	12	1		12	23	
2	St. Gregory	1-8	23	123	23	23			12	23	12	12	1	1	12	23	
2	St. Matthew	1-8	23	123	23	23			2	23	12	12	1		12	23	
2	Our Lady of Loretto	K-8	23	123	23	23			2	23	12	12	1	1	12	23	
3	Bobover Yeshiva Bnai Zion	K-8	23	23	23	23	3		12	23	12		1			3	
3	Yeshiva of Eastern Parkway	K-9	23	12	2	2		1	12	2	1	1	1	1	12	23	
3	Yeshiva of Crown Heights	K-8	2	1	2	2			12	2	1	1	1	1	2	2	
3	Yeshiva Ohel Sarah	K-1	3							3		1	1			3	
3	Hebrew Academy for Special Children	1-7		12					2			1	1				3
3	Beth Jacob School for Girls	5-8	23	123	23	23			12	23	1	1	1	1	12	23	
3	*Beth Jacob School for Girls	1-4	3	2	3	3			2	3			1			3	
3	Yeshiva Rabbi Issac Jacob Reines	K-9											1				
3	Yeshiva Torah Vodaath	1-7	23	123	23	23			2	3	1	1	1			3	
2	St. Teresa of Avila (Girls)	K-8	23	12	23	23	3		2	23	2	12		1	12	23	
2	St. Teresa (Boys)	N.A.		3	3				2								
3	Beth Rivkah	K-2	23	12	2	2			12	23		1	1		2	23	
3	Beth Rachel for Girls*	K-3	3	3	3	3				3							

* Annex to U.T.A. Beth Rachel for Girls, District 16.

Table C77 CONTINUED
LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 17, BROOKLYN (Cont'd)
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
3	Yeshiva Tomchei Tmimim	K-12	23	123	23	23		1	12	23	1	1	1			3	
3	Mesivta of Crown Heights	9-10											1			2	
3	Prospect Park Day School	6B-12	3	123	23	23			2	23	1	1	1	1		3	
2	Bishop McDonnell	9-12	23	1								1			2	23	
3	Prospect Park Annex																3

Table C78

LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 18, BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
3	Yeshiva Rabbi David Liebowitz	1-8	0	12	2	2			2	2	1	1	1	2	2		
3	Yeshiva Rabbi Chaim Berlin	K-8	0	12	2	2				2		1	1	12	2		
3	Yeshiva Ateret Israel	N.A.	0	2	2	2			1	2			1				
3	Beth Jacob of Midwood	N.A.	0											2	2		

Table C79

LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 19, BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
2	Our Lady of Lourdes *	K-8	23	123	23	23			23	23	12	12	1	1	12	23	
2	Fourteen Holy Martyrs	K-8	23	123	23	23			23	23	12	12	1	1	12	23	
2	St. Gabriel	1-8	23	23	23	23			3	23	2	2			2	23	
2	St. Malachys	1-8	23	23	23	23			3	23	2	2			2	23	
2	St. Michael	1-8	23	23	23	23			23	23	2	2			2	3	
5	Prince of Peace	PK	3						3	3						3	
2	St. Rita	K-8	3	3	3	3			3	3						3	

*In year 2, Corrective Reading services are to be counted separately for the boys' and girls' schools.

Table C20

LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 20, BROOKLYN

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
3	**Yeshiva Inst. for Deaf**	N.A.															3
2	**Our Lady of Perpetual Help**	1-8	3	3	3	3			3	3						3	

Table C81
LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 21, BROOKLYN
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
2	Our Lady of Solace	Pk-6	23	3	23	23			23	23	2	2			2	23	
3	Achiezer Yeshiva	K-3	0		2				2			1	1		2	2	
3	Beth Jacob Sch. for Girls	1-8	0	1	2	2			2	2		1	1				
3	Yeshiva Shaarei Zedek	K-8	23	13		23			3	23		1	1		2	23	
3	Yeshiva of Brighton	PK-8	0	12	23	2				2		1	1	1	12	2	
3	Yeshiva of Brooklyn	Ungr.	0	2	2	2				2							
3	Hebrew School for Special Children	Ungr.															3
3	Gerev Yeshiva Machzikei Hadas	K-8			2								1				

Table C82

LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 22, BROOKLYN
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
3	Yeshiva of Kings Bay	K-7	0	12	2	2				2			1		2	2	

Table C83

LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 23, QUEENS

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
2	St. Patrick	1-8	0	12	2	2			2	2	2	12		1	12	2	
2	St. Rita	1-8	03	123	23	23			23	23	12	12	1	1	12	23	
2	St. Gabriel	1-8	0	12	2	2		1	12	2	12	12	1		12	2	
2	St. Mary	1-8	23	123	23	23			123	23	12	12	1		12	23	
4	St. Dimetrios School	K-8	03	23	23	23			23	23					2	23	
5	Trinity Lutheran	1-8	0		2	2			2	2	2	2			2	2	
4	Transfiguration	K-4	3	3	3	3	3		3	3						3	

Table C84

LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 24, QUEENS

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
2	St. Leo	1-8	0	12	2	2			12	2	12	12	1		12	2	
2	Our Lady of Sorrows	1-8	23	123	23	23	3		123	23	12	12	1		12	23	
5	Martin Luther High School		0												2	2	

Table C85
LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 25, QUEENS
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handicapped
5	St. John Lutheran	K-8	0		2	2				2					2	2	

Table C86
LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 26, QUEENS
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
	No schools listed as																
	eligible.																

Table C87
LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 27, QUEENS
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
2	St. Clement Pope	1-8	23	123	23	23			23	23	2	12		1	12	23	
2	St. John's Home		2		2					2							
2	St. Mary Star of Sea	1-8	2		2	2			2	2	2	2			2	2	
3	Hebrew Inst. of L.I.	K-8	2	2	2	2			2	2						2	
3	Torah Academy for Girls		2	2	2	2				2					2	2	
	School on the Hill Mount Zion *														2		

*See District 6.

Table C88

LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 28, QUEENS

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
2	St. Monica	1-8	23	123	23	23			13	23	12	12	1		12	23	
2	St. Pius V	1-8	23	123	23	23			123	23	12	12	1		12	23	
3	Yeshiva of Central Queens	PK-9	2	2	2	2			12	2	2	2	1		2	2	
2	St. Joseph	1-8	3	3	3	3			3	3						3	
6	St. Peter Claver	K-8	3	3	3	3			3	3						3	

Table C89

LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 29, QUEENS

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
2	St. Catherine of Sienna	K-8	00	123	23	23			23	23	2	12		1	12	23	
2	Christ the King	1-8	0	2	2	2				2	2	2			2	2	
6	St. Joseph Parish	1-8	0			2				2	2	2			2	2	
2	St. Pascal Baylon	K-8	3	3	3	3			3	3						3	

Table C90
LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 30, RICHMOND
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
1	St. Michael	1-8	0	12	2	2			12	2	2	12					
1	St. Elizabeth	1-6	0	12	2	2			2	2	2	12					
1	St. Aloysius	1-8	0	12	2	2			2	2	2	12					
1	**Assumption**	K-8	03	23	23	23			3	23	2	2			2	23	
1	Holy Rosary	1-8	2	2	2	2			2	2	2	2			2	2	
1	Our Lady Help of Christian	1-8	0	2	2	2			2	2	2	2			2	2	
1	**Our Lady of Mt. Carmel**	K-8	23	2	23	23			23	23	2	2			2	23	
1	(St. Benedicta)																
1.	St. Adalbert	1-8	2	2	2	2				2	2	2			2	2	
1	St. Margaret Mary	1-8	2	2	2	2			2	2	2	2			2	2	
1	St. Paul	1-8	3	3	3	3			3	3						3	
1	St. Peter	1-8	0	3	3	3			3	3						3	
1	Cardinal McClosky	1-4										1					
1	St. Agnes	1-8										1					
1	St. Joseph's	K-8										1					
1	St. Agatha	4-8										1					
1	St. Dominic	K-8										1					
1	St. Mary of the Assumption	1-8	23	2	23	23			3	23	2	2			2	23	

Table C90 CONTINUED
LOCATION OF PROJECTS FOR NONPUBLIC SCHOOLS, BY SCHOOLS, FOR DISTRICT 30, RICHMOND (Cont'd)
(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

NPS Code	Nonpublic Schools	Grade Span	Poverty Area	Corr. Reading	Corr. Math	Achiev. Tests	Eng. 2nd Language	Speech Improv.	Speech Therapy	Field Trips	ASSC	Educ. Enrich.	TV & AV	Summer Elem.	Evening Guid.	In-Sch. Guid.	Handi-capped
1	Pius XII	9-12										1					

PROJECTS FOR CHILDREN IN SPECIAL SCHOOL SETTINGS

Explanatory Key for Tables C91 through C94

Entries under Headings:
1 = School year 1965-66 (and summer 1966)
2 = School year 1966-67 (and summer 1967)
3 = School year 1967-68

SPECIAL DAY SCHOOLS ("600"). Schools for socially maladjusted and emotionally disturbed children, formerly called the "600" schools. These schools accept returnees from state mental institutions and training schools as well as children from regular day schools in New York City.

School Lists: Compiled from the project applications; "600" schools and two cluster, or "200" schools, included.

Headings:

Instr; Soc. Maladj.: Improving Instruction in Schools for Socially Maladjusted Children (3 years).

ASSC: After School Study Centers, Part of the project to Improve Instruction (1 year).

Library Aides: School Aides for Libraries (1 year).

Curric. Develop.: 1965-1966, Redevelopment of a Curriculum for Socially Maladjusted and Emotionally Disturbed Children with a Corollary of Teacher Training; 1967-68 Curriculum and Teacher Training for the Socially Maladjusted.

Summer Program: Summer School Program for Socially Maladjusted and Emotionally Disturbed Children (2 years).

HOSPITAL SCHOOLS ("400"): The "400" schools consist of classes organized in hospitals, convalescent homes, and shelters to provide education to children confined to those institutions.

Headings:

Summer Program: Instructional Program at Hospital Annexes of the "400" schools P 401M and 401K (1 year).

SELECTED SCHOOLS: In Spring 1965-66, title I funds made possible the organization of four schools in institutional settings serving about 480 pupils who were public charges of the City of New York and who were assigned to these schools by the courts and by the Department of Welfare.

Headings:

Curric. Development: Curriculum and Teacher Training for the Socially Maladjusted, part of a larger project; see "600" schools (1 year).

Instr. Soc. Maladj.: Improving Instruction for Socially Maladjusted Children -- Educational Services in Selected Schools (2 years).

CHILD CARING INSTITUTIONS: Public and nonpublic institutions for neglected and delinquent children. The institutions and the eligible children were designated by the State Education Department. About 2,000 pupils in Catholic, Protestant, Jewish, and nonsectarian institutions were to participate. Many of these institutions have public school annexes located in them.

Headings:

Summer Program: Summer Program for 16 Institutions for Neglected and Delinquent Children (1 year).

Child Caring: Educational Services for Pupils in Child Caring Institutions for the Neglected and Delinquent (1 year).

TABLE C91

LOCATION OF PROJECTS FOR CHILDREN
SPECIAL SCHOOL SETTINGS

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Special Day Schools ("600")	Grade Span	Boro	District	Instr., Soc. Maladj.	A S S C	Library Aides	Curric. Develop.	Summer Program
P82 (614)	5-8	M	1	123		2	2	2
P91 (634)	9-11	M	1	123		2	2	
P169 (612)	5-9	M	2	123		2	12	
P8 (621)	7-12	M	3	123		2	2	2
P58 (622)	9-12	M	2	123		2	12	
P148	5-8	M	5	123		2	2	2
P185 (611)	NA	X	7	123	2	2	2	
P12 (615)	5-9	X	11	123		2	12	2
P85 (614)	9-11	K	13	123		2	2	
P369 (613)	5-9	K	13	123		2	2	2
P36 (617)	5-9	K	14	123		2	2	2
P371 (615)	5-8	K	15	3	2		2	2
P370 (616)	5-8	K	21	123	2	2	2	
P4 (613)	5-9	Q	23	123	2	2	2	2
P9 (612)	K-9	Q	24	123		2	12	12
P75 (611)	5-9	Q	24	123	2	2	12	
P23 (614)	5-9	Q	25	123	2		2	2
P94 (617)	NA	M	1		2	2		

TABLE C91 Continued

Special Day Schools ("600")	Grade Span	Boro	District	Instr., Soc. Maladj.	A S S C	Library Aides	Curric. Develop.	Summer Program
P106 (618)	NA	M	Inst.		2	2		1
P176 (623)	NA	M	Inst.		2	2		
P181 (625)	NA	M	Inst.		2	2		12
P186 (612)	NA	X	Inst.		2	2		
P187 (613)	NA	X	8		2	2		12
P188 (614)	NA	X	8		2	2		12
P189 (616)	NA	X	7		2	2		1
P368 (612)	NA	K	Inst.		2	2		12
P367 (617)	NA	K	--				1	
P10 (611)	NA	R	--			2		2
P25 (612)	NA	R	--					12
[a]P205	NA	M						2
[a]P203	NA	M			12	2[b]		2

[a] Cluster Schools

[b] Two library aides allotted

TABLE C92

LOCATION OF PROJECTS FOR CHILDREN IN SPECIAL SCHOOL SETTINGS

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Hospital Schools "400"[a]	Grade Span	Boro	Project Register	Summer Program
P 401M (Annex, Institute of Rehabilitation in Medicine	K-12	M	40	2
P 401K (Annex, King's County Hospital)	K-12	K	50	2

[a] The "400" schools consist of classes organized in hospitals, convalescent homes, and shelters to provide education to children confined to those institutions.

TABLE C93

LOCATION OF PROJECTS FOR CHILDREN IN SPECIAL SCHOOL SETTINGS

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Selected Schools	Grade Span	Boro	District	Curric. Develop.	Instr., Soc. Maladj.
Cabrini (Sacred Heart) (PS 202)	K-8	M	75	2	12
Wayside Home (PS 204)*	K-12	Q	75	2	12
Children's Center (PS 35)	1-8	M	75	2	12
Callagy Hall (PS 35)	1-8	M	75	2	12

*ASSC (Year 2), and Library Aides, and Summer Programs

TABLE C94

LOCATION OF PROJECTS FOR CHILDREN IN SPECIAL SCHOOL SETTINGS

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Child Caring Institutions For the Neglected and Delinquent	Project[a] Register	Boro	District	Summer Program	Child Caring
Jewish Child Care Association	28+	M	2		3
Louise Wise Services	17	M	2	2	3
Lutheran Child Welfare Association	78	M	2	2	3
New York Foundling Hospital	22+	M	2	2	3
Jewish Board of Guardians	30	M	3		3
St. Barnabas House	--	M	3		3
American Female Guardian Soc., Home for Friendless	27	X	9		3
Lt. Joseph Kennedy, Home For Children	240	X	11	2	3
Rosalie Hall	19	X	11		3
Catholic Guardian Society	27	K	13	2	3
Convent of Sisters of Mercy	71	K	13	2	3
Catholic Child Care Soc. St. Joseph's Hall	119	K	14	2	3
Childville Inc.	34	K	14	2	3
St. Vincent's Home of Brooklyn	79	K	15	2	3

[a] Register based on 1967-68 program year.

TABLE 94 CONTINUED

LOCATION OF PROJECTS FOR CHILDREN IN SPECIAL SCHOOL SETTINGS

(1965-66 = Year 1; 1966-67 = Year 2; 1967-68 = Year 3)

Child Caring Institutions	Project Register	Boro	District	Summer Program	Child Caring
Baptist Childrens Home Of Long Island	23	Q	23		3
Salvation Army: Booth Memorial Hospital		Q	25	2	3
Catholic Child Care Soc. St. John's Home for Boys	105	Q	27	2	3
Brooklyn Home for Children	43	Q	28	2	3
Ottile Home for Children	46	Q	28		3
St. Michael's Home	274	R	30	2	3
Mission of Immaculate Virgin	798	R	30	2	3
Heartease Home for Women And Children	3[b]	--	--	2	
Inwood House	8[b]	--	--	2	

[b] From summer, 1967 project

APPENDIX D

BUDGET DATA FOR TITLE I PROJECTS, 1965 TO 1968

Key D1

1965-66

Projects for Public School Pupils D2
Projects for Both Public and Nonpublic School Pupils . . . D5
Projects for Nonpublic School Pupils D7

1966-67

Projects for Public School Pupils D9
Projects for Both Public and Nonpublic School Pupils . . D12
Projects for Nonpublic School Pupils D15

1967-68

Projects for Public School Pupils D16
Projects for Both Public and Nonpublic School Pupils . . . D19
Projects for Nonpublic School Pupils D20

APPENDIX D

KEY

BUDGET ENTRIES FOR FA-10-1

100 is the central administration budget (CAB) and includes (A) the percentage of the CAB assigned to the particular project, (B) salaries for administration, (C) contracted services, and (D) other allocations for administration.

200 is the budget for instructional costs, and includes (A) salaries for instruction, (B) textbooks, (C) school library books and periodicals, (D) audiovisual materials, (E) teaching supplies, and (F) other allocations for instruction.

300 is the attendance services budget; it includes (A) salaries, and (B) other allocations for attendance services.

400 is the budget for health services and includes (A) salaries, and (B) other allocations for health services.

500 is the budget item for (A) salaries for pupil transportation, (B) contracted services, and (C) other allocations for pupil transportation.

600 is the budget for (A) salaries and (B) other allocations for the *operation* of the physical plant.

700 is the budget for (A) salaries and (B) other allocations for the *maintenance* of the school plant.

800 is the budget allowance for (A) fringe benefits, and (B) other fixed charges.

900 is the budget for allocations for (A) salaries, and (B) other expenses for food services.

1000 is the allocation for (A) student-body activities, and (B) other expenses for student-body activities.

1100 includes (A) salaries and (B) other expenses for community services.

1220 is the budget for minor remodeling.

1230 is the equipment budget.

TABLE D1

FUNDS BUDGETED AND EXPENDED FOR TITLE I PROJECTS, 1965-66, FOR PUBLIC SCHOOL PUPILS

Budget Item	$ Amount	Comprehensive, AHS	Comprehensive, VHS	Middle Schools	Transitional Elementary	Transitional JHS	SM Selected Schools	Athletic Program	Curriculum Development SM
200A	$Budgeted	4,239,093	2,181,766	3,034,170	3,183,998	1,979,856	138,268	-	60,355
	Expended	3,787,506	1,902,160	2,310,193	2,371,975	1,374,038	14,783	-	-
200B	$Budgeted	197,225[a]	61,840[a]	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
200C	$Budgeted	a	a	-	-	-	-	-	-
	Expended	-	51,273[d]	-	-	-	-	-	-
200D	$Budgeted	a	a	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
200E	$Budgeted	a	a	255,882	14,608	71,306	15,750	-	-
	Expended	222,425[b]	d	124,184	15,435	93,129	9,274	-	-
200F	$Budgeted	a	a	-	-	-	2,100	-	-
	Expended	b	d	-	-	-	208	-	18,490
300A	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
400A	$Budgeted	-	-	-	-	-	18,273	-	-
	Expended	-	-	-	-	-	-	-	-
500B	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
600B	$Budgeted	-	-	-	-	-	-	1,587	964
	Expended	-	-	-	-	-	-	-	-
800A	$Budgeted	1,118,575[c]	570,737[c]	806,610	876,006	539,591	43,041	2,218	-
	Expended	792,647[c]	371,135[c]	403,606	447,162	218,363	3,069	764	313
800B	$Budgeted	c	c	-	-	-	-	-	2,096
	Expended	c	c	-	-	-	-	-	-
900A	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
900B	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
1000A	$Budgeted	-	-	-	-	-	-	202,358	-
	Expended	-	-	-	-	-	-	31,714	-
1000B	$Budgeted	-	-	-	-	-	-	146,217	-
	Expended	-	-	-	-	-	-	94,915	-
1220C	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
1230	$Budgeted	-	-	-	-	-	5,718	-	-
	Expended	-	-	-	-	-	1,967	-	-
TOTAL	$Budgeted	5,554,893	2,814,343	4,086,662	4,074,612	2,590,757	223,150	352,380	63,415
	Expended	4,802,578	2,324,567	2,837,983	2,834,572	1,685,530	29,301	127,393	18,803

[a] Figure includes 200B-F

[b] Figure includes 200E-F

[c] Figure includes 800A-B

[d] Figure includes 200C,E&F

TABLE D1, CONTINUED

FUNDS BUDGETED AND EXPENDED FOR TITLE I PROJECTS, 1965-66, FOR PUBLIC SCHOOL PUPILS

Budget Item	$ Amount	Curriculum Dev., Career Guidance	Curriculum Dev., Middle Schools	TT Middle Schools	Speech Improvement	SM, "600" Schools	SM, Regular Schools	"Teacher Moms"	CDDP
200A	$Budgeted	-	-	-	154,412	1,345,764	-	1,554	416,404
	Expended	-	-	-	83,436	770,574	-	1,354	307,761
200B	$Budgeted	-	-	-	-	113,549[a]	-	-	16,612[a]
	Expended	-	-	-	-	-	-	-	-
200C	$Budgeted	-	-	-	591	a	-	-	a
	Expended	-	-	-	419	-	-	-	-
200D	$Budgeted	-	-	-	575	a	-	-	a
	Expended	-	-	-	3,593	-	-	-	-
200E	$Budgeted	-	-	-	787	a	-	200	a
	Expended	-	-	-	-	75,552[b]	-	145	2,810[b]
200F	$Budgeted	63,998	244,039	314,574	2,313	a	-	50	a
	Expended	30,824	121,389	192,194	-	b	-	87	b
300A	$Budgeted	-	-		-	-	-	-	-
	Expended	-	-		-	-	-	-	-
400A	$Budgeted	-	-	-	-	-	520,510	-	-
	Expended	-	-	-	-	187,587	424,382	-	53,641
500B	$Budgeted	-	-	-	-	-	-	500	-
	Expended	-	-	-	-	-	-	320	-
600B	$Budgeted	785	670	2,115	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
800A	$Budgeted	1,871	3,122	2,621	42,377	352,018[c]	135,120	-	113,503[c]
	Expended	820	1,699	141	12,638	186,779[c]	95,902	-	83,516[c]
800B	$Budgeted	-	-	-	-	c	-	-	c
	Expended	-	-	-	-	c	-	-	c
900A	$Budgeted	-	-	-	-	61,693	-	-	-
	Expended	-	-	-	-	14,565	-	-	-
900B	$Budgeted	-	-	-	-	61,693	-	30	-
	Expended	-	-	-	-	14,565	-	-	-
1000A	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
1000B	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
1220C	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
1230	$Budgeted	-	-	593	-	-	-	-	5,767
	Expended	-	-	-	-	8,153	-	-	2,548
TOTAL	$Budgeted	66,654	247,831	319,310	201,648	1,873,024	655,630	2,334	552,286
	Expended	31,644	123,088	192,335	100,086	1,243,210	520,285	1,907	450,277

[a] Figure includes 200B-F

[b] Figure includes 200E-F

[c] Figure includes 800A-B

TABLE D1 CONTINUED
FUNDS BUDGETED AND EXPENDED FOR TITLE I PROJECTS, 1965-66, FOR PUBLIC SCHOOL PUPILS

Budget Item	$ Amount	More Effective Schools	SUTEC	Improved Services Elementary	Improved Services JHS	ASSC - Elementary	ASSC - JHS	Open Enrollment, Elementary	Open Enrollment JHS
200A	$Budgeted	4,265,063	60,417	5,054,404	884,296	620,037	491,066	2,165,021	1,195,034
	Expended	3,664,094	13,211	3,576,401	632,471	631,905	343,167	1,704,118	934,712
200B	$Budgeted	74,865	-	-	-	-	-	-	-
	Expended	69,319	-	-	-	-	-	-	-
200C	$Budgeted	-	1,000	-	-	-	-	-	-
	Expended	-	88	-	-	-	-	-	-
200D	$Budgeted	172,000	5,400	-	-	-	-	-	-
	Expended	62,233	5,281	-	-	-	-	-	-
200E	$Budgeted	86,517	9,500	91,993	58,615	15,600	12,171	18,046	14,786
	Expended	77,563	-	85,550	64,612	15,417	12,296	18,030	14,774
200F	$Budgeted	89,045	37,913	-	-	-	-	-	-
	Expended	61,326	17,237	-	-	-	-	-	-
300A	$Budgeted	77,730	-	-	-	-	-	-	-
	Expended	70,512	-	-	-	-	-	-	-
400A	$Budgeted	450,010	5,970	-	-	-	-	-	-
	Expended	369,168	-	-	-	-	-	-	-
500B	$Budgeted	9,480	420	-	-	-	-	-	-
	Expended	1,907	-	-	-	-	-	-	-
600B	$Budgeted	-	24	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
800A	$Budgeted	1,354,119	15,464	1,365,522	242,239	-	-	575,757	323,066
	Expended	908,531	1,736	740,973	88,548	992	752	285,046	167,264
800B	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
900A	$Budgeted	-	72	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
900B	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
1000A	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
1000B	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
1220C	$Budgeted	1,175,758	-	-	-	-	-	-	-
	Expended	789,746	-	-	-	-	-	-	-
1230	$Budgeted	177,009	4,941	-	-	-	-	-	-
	Expended	46,765	-	-	-	-	-	-	-
TOTAL	$Budgeted	7,931,596	141,121	6,511,919	1,185,150	635,637	503,237	2,758,824	1,532,886
	Expended	6,121,165	37,552	4,402,924	785,630	648,314	356,215	2,007,195	1,116,749

TABLE D2

FUNDS BUDGETED AND EXPENDED FOR TITLE I PROJECTS, 1965-66, FOR BOTH PUBLIC AND NONPUBLIC SCHOOLS

Budget Item	$ Amount	Pre-Kindergarten	Kindergarten	Head Start	ITTP	Teacher Training Institutes	Neighbor-hood Youth Corps	TV-AV Equipment	
200A	$Budgeted	1,375,298	566,647	3,927,148	-	2,204,577[c]	228,322	4,975	
	Expended	1,172,851	415,864	3,246,187	-	-	187,940	8,681	
200B	$Budgeted	-	-	-	1,142,299[a]	c	14,000	-	
	Expended	-	-	-	-	-	-	-	
200C	$Budgeted	-	-	-	a	c	20,000	-	
	Expended	-	-	-	-	-	3,211	-	
200D	$Budgeted	-	-	-	a	c	-	-	
	Expended	-	-	-	-	-	-	-	
200E	$Budgeted	183,698	95,758	146,486	a	c	-	56,700	
	Expended	155,860	63,420	107,235	963,150[b]	-	-	-	
200F	$Budgeted	17,030	510	2,750	a	c	10,800	40,691	
	Expended	-	-	28,885	963,150[b]	1,746,121	10,952	6,056	
300A	$Budgeted	-	-	-	-	-	-	-	
	Expended	-	-	-	-	-	-	-	
400A	$Budgeted	16,461	10,974	-	-	-	-	-	
	Expended	16,176	11,377	-	-	-	-	-	
500B	$Budgeted	61,200	36,000	-	-	-	-	-	
	Expended	26,433	16,381	-	-	-	-	-	
600B	$Budgeted	-	-	168,000	9,752	-	200	-	
	Expended	-	-	-	1,378	-	-	-	
800A	$Budgeted	390,826	151,182	31,920	-	-	-	899	
	Expended	237,400	72,542	29,183	766	494	171	664	
800B	$Budgeted	-	-	-	-	-	300	-	
	Expended	-	-	-	-	-	-	-	
900A	$Budgeted	-	-	-	-	-	-	-	
	Expended	-	-	-	-	-	-	-	
900B	$Budgeted	-	-	-	-	-	-	-	
	Expended	-	-	-	-	-	-	-	
1000A	$Budgeted	-	-	-	-	-	-	-	
	Expended	-	-	-	-	-	-	-	
1000B	$Budgeted	-	-	-	-	-	-	-	
	Expended	-	-	-	-	-	-	-	
1220C	$Budgeted	1,368,000	576,000	-	-	-	-	-	
	Expended	1,278,903	457,860	-	-	-	-	-	
1230	$Budgeted	109,310	39,299	-	-	-	4,000	1,625,093	
	Expended	45,176	781	-	-	-	-	955,850	
TOTAL	$Budgeted	3,521,823	1,476,370	4,276,304	1,152,051	2,204,577	277,622	1,728,358	
	Expended	2,932,799	1,038,226	3,411,490	965,294	1,746,615	202,274	971,251	

[a] Figure includes 200B-F [b] Figure includes 200E-F [c] Figure includes 200A-F

TABLE D2 CONTINUED

FUNDS BUDGETED AND EXPENDED FOR TITLE I PROJECTS, 1965-66, FOR **BOTH PUBLIC & NONPUBLIC SCHOOLS**

Budget Item	$ Amount	Summer School - Elementary	Summer School - JHS	Summer School - AHS	Summer School - VHS	Summer School - SM			
200A	$Budgeted	2,064,837	226,684	341,943	60,848	250,390			
	Expended	1,478,816	171,441	138,245	40,321	231,451			
200B	$Budgeted	-	-	-	-	-			
	Expended	-	-	-	-	-			
200C	$Budgeted	-	5,426	640	4,194	-			
	Expended	-	188	105	-	-			
200D	$Budgeted	1,303	-	-	-	-			
	Expended	-	-	-	-	-			
200E	$Budgeted	648,255	-	2,500	-	-			
	Expended	398,781	-	45	-	-			
200F	$Budgeted	56,295	1,850	1,993	-	14,790			
	Expended	45,013	5	-	-	15,954			
300A	$Budgeted	-	-	-	-	-			
	Expended	-	-	-	-	-			
400A	$Budgeted	-	-	-	-	-			
	Expended	-	-	-	-	-			
500B	$Budgeted	72,000	-	-	-	24,855			
	Expended	78,318	-	-	-	62,355			
600B	$Budgeted	49,356	5,275	7,381	1,351	1,965			
	Expended	-	-	-	-	-			
800A	$Budgeted	-	-	-	-	-			
	Expended	2,299	522	183	59	260			
800B	$Budgeted	-	-	-	-	-			
	Expended	-	-	-	-	-			
900A	$Budgeted	-	-	-	-	-			
	Expended	-	-	-	-	-			
900B	$Budgeted	40,230	-	-	-	9,947			
	Expended	-	-	-	-	-			
1000A	$Budgeted	-	-	-	-	-			
	Expended	-	-	-	-	-			
1000B	$Budgeted	-	-	-	-	-			
	Expended	-	-	-	-	-			
1220C	$Budgeted	-	-	-	-	-			
	Expended	-	-	-	-	-			
1230	$Budgeted	-	-	-	-	-			
	Expended	-	-	-	-	-			
TOTAL	$Budgeted	2,932,276	239,245	354,457	66,393	301,947			
	Expended	2,003,228	172,156	138,579	40,379	310,020			

TABLE D3

FUNDS BUDGETED AND EXPENDED FOR TITLE I PROJECTS, 1965-66, FOR NONPUBLIC SCHOOL PUPILS

Budget Item	$ Amount	Guidance Centers	Speech Improvement	Remedial Tutorial Centers	Educational Enrichment Art	Educational Enrichment Music	Educational Enrichment Health Eudc.	Educational Enrichment Library	Educational Enrichment Clerical
200A	$Budgeted	275,332	23,650	190,484	169,923	64,177	113,640	175,027	92,344
	Expended	161,446	6,251	122,872	48,156	25,555	39,203	10,070	-
200B	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
200C	$Budgeted	-	1,880	-	-	-	-	-	-
	Expended	-	841	-	-	-	-	17,780	-
200D	$Budgeted	3,600	1,830	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
200E	$Budgeted	31,925	3,245	35,640	163,204	176,159	59,800	32,800	-
	Expended	10,921	1,218	8,396	107,636	42,353	47,054	-	-
200F	$Budgeted	106,138	2,000	11,320	3,050	3,088	3,859	1,200	5,300
	Expended	46,244	74	689	25	-	-	-	-
300A	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
400A	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
500B	$Budgeted	-	-	2,996	-	-	-	-	-
	Expended	-	-	450	-	-	-	-	-
600B	$Budgeted	47,420	-	7,134	1,600	1,403	1,300	-	-
	Expended	-	-	-	-	-	-	-	-
800A	$Budgeted	3,821	1,016	12,934	5,535	1,571	4,175	4,755	5,204
	Expended	3,229	1,127	1,564	1,886	1,456	972	962	-
800B	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
900A	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
900B	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
1000A	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
1000B	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
1220C	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
1230	$Budgeted	138,096	11,016	1,810	216,911	201,757	66,590	218,655	38,965
	Expended	956	289	844	115,034	121,830	38,480	120,905	-
TOTAL	$Budgeted	606,332	44,637	262,318	560,223	448,155	249,364	432,437	141,813
	Expended	222,795	9,800	134,815	272,737	191,194	125,709	149,716	-

TABLE D3 CONTINUED
FUNDS BUDGETED AND EXPENDED FOR TITLE I PROJECTS, 1965-66, FOR NONPUBLIC SCHOOL PUPILS

Budget Item	$ Amount	Corrective Reading	Speech Therapy In-School	Speech Therapy After School	Demonstration TT - Art	Demonstration TT - Music	Demonstration TT - Health Educ.	Demonstration TT - Library	Demonstration TT - Speech Imp.
200A	$Budgeted	219,490	8,600	28,458	23,344	29,590	18,153	15,634	68,022
	Expended	19,122	-	16,150	18,133	6,614	4,914	10,660	42,565
200B	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
200C	$Budgeted	-	1,500	1,325	1,264	-	-	-	935
	Expended	-	-	-	-	-	-	-	-
200D	$Budgeted	-	4,500	5,600	-	-	-	-	-
	Expended	-	4,731	-	-	-	-	-	-
200E	$Budgeted	111,687	7,115	7,915	870	912	100	5,791	625
	Expended	67,323	4,143	30	618	357	-	115	77
200F	$Budgeted	12,483	-	4,060	383	-	-	-	50
	Expended	2,896	-	-	-	-	-	-	-
300A	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
400A	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
500B	$Budgeted	-	-	-	-	-	-	-	300
	Expended	-	-	-	-	-	-	-	-
600B	$Budgeted	42	-	1,300	330	437	287	217	688
	Expended	-	-	-	-	-	-	-	-
800A	$Budgeted	13,944	361	293	-	-	-	-	-
	Expended	2,104	-	-	3	3	-	5	6
800B	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
900A	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
900B	$Budgeted	-	-	-	-	-	-	-	50
	Expended	-	-	-	-	-	-	-	-
1000A	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
1000B	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
1220C	$Budgeted	-	-	-	-	-	-	-	-
	Expended	-	-	-	-	-	-	-	-
1230	$Budgeted	117,916	40,254	21,560	-	-	-	-	-
	Expended	95,615	35,909	710	-	-	-	-	-
TOTAL	$Budgeted	475,562	62,330	70,511	26,191	30,939	18,540	21,642	70,670
	Expended	187,061	44,783	16,890	18,754	6,974	4,914	10,780	42,647

TABLE D4

FUNDS BUDGETED FOR TITLE I PROJECTS, 1966 - 67, FOR PUBLIC SCHOOL PUPILS

Budget Item	Comprehensive, AHS	Comprehensive, VHS	Middle Schools	Transitional Elementary	Transitional JHS	SM Selected Schools	Curriculum Development SM	Curriculum Dev. Career Guidance	Speech Improvement
200A	4,652,811	2,226,615	3,502,671	4,001,420	2,180,065	233,684	22,946		220,400
200B	-	-	-	-	-	-	-	-	-
200C	-	-	-	-	-	-	400	-	-
200D	-	-	-	-	-	-	6,650	-	314
200E	227,605	5,690	249,392	14,608	71,306	15,750	10,500		2,000
200F	2,450	2,370	112	247	143	2,100	4,500	18,000	300
300A	4,314	479	2,397	6,231	3,835	-	-	-	-
300B	45	5	25	65	40	-	-	-	-
400A	-	-	-	-	-	-	-	-	-
400B	-	-	-	-	-	-	-	-	-
500B	-	-	-	-	-	-	-	-	-
500C	-	-	-	-	-	-	-	-	-
600B	-	-	-	-	-	-	-	-	-
700B	-	-	-	-	-	-	-	-	-
800A	936,689	423,816	892,187	809,622	310,844	49,500	2,412	2,040	32,652
800B	-	-	-	-	-	-	-	-	-
900A	-	-	-	-	-	-	-	-	-
900B	-	-	-	-	-	-	-	-	-
1000A	-	-	-	-	-	-	-	-	-
1000B	-	-	-	-	-	-	-	-	-
1100A	-	-	-	-	-	-	-	-	-
1100B	-	-	-	-	-	-	-	-	-
1220C	-	-	-	-	-	-	-	-	-
1230	-	-	-	-	-	7,945	75,000	110,500	-
TOTAL	$5,823,914	$2,658,975	$4,646,784	$4,832,193	$2,566,233	$308,979	$122,408	$130,540	$255,666

TABLE D4 CONTINUED

FUNDS BUDGETED FOR TITLE I PROJECTS, 1966 - 67, FOR PUBLIC SCHOOL PUPILS

Budget Item	SM, "600" Schools	SM, Regular Schools	CDDP	More Effective Schools	SUTEC	Improved Services Elementary	Improved Services JHS	ASSC - JHS	AS Center IS 201M
200A	1,534,049	462,890	890,695	4,432,650	209,511	5,590,616	1,198,670	642,363	64,668
200B	-	-	-	66,300	-	-	-	-	-
200C	-	-	8,600	-	3,000	-	-	-	-
200D	-	-	-	21,000	4,000	-	-	-	125
200E	59,305	2,450	5,000	89,014	10,592	91,993	58,615	8,240	3,000
200F	70	140	4,650	12,852	27,500	174	62	580	1,210
300A	23,596	99,627	-	202,463	9,390	2,875	-	-	-
300B	35	70	-	50	-	30	-	-	-
400A	23,138	69,500	-	34,707	23,166	-	-	-	-
400B	-	-	-	-	-	-	-	-	-
500B	-	-	-	35,730	10,800	-	-	10,000	1,300
500C	-	-	-	-	-	-	-	-	-
600B	-	-	-	-	-	-	-	-	-
700B	-	-	-	-		-	-	-	-
800A	203,683	73,643	196,892	978,974	44,819	1,149,102	218,696	-	
800B	-	-	-	17,800	-	-	-	-	-
900A	-	-	-	-		-	-	-	-
900B	174,172	-	-	70,140	1,990	-	-	-	4,646
1000A	-	-	-	-	-	-	-	-	-
1000B	-	-	-	-	-	-	-	-	-
1100A	-	-	-	-	-	-	-	-	-
1100B	-	-	-	-	-	-	-	-	-
1220C	-	-	-	-	25,000	-	-	-	-
1230	1,572	3,745	-	55,645	12,109	-	-	-	-
TOTAL	$2,019,620	$712,065	$1,105,837	$6,017,325	$381,877	$6,834,790	$1,476,043	$661,183	$74,949

TABLE D4 CONTINUED

FUNDS BUDGETED FOR TITLE I PROJECTS, 1966 - 67, FOR PUBLIC SCHOOL PUPILS

Budget Item	Open Enrollment, Elementary	Open Enrollment, JHS	Aides for Libraries	Attendance, HS	Kindergarten Aides	Planning, College Bound	Parent Particip. Followup	Internship for Principals	
200A	3,173,517	1,539,407	165,339	-	108,374	-	-	-	
200B	-	-	-	-	-	-	-	-	
200C	-	-	-	-	-	-	-	-	
200D	-	-	-	-	-	-	-	-	
200E	19,486	14,786	-	-	23,825	-	-	-	
200F	287	163	-	-	7,200	-	-	86,289	
300A	8,148	4,793	-	21,222	-	-	-	-	
300B	85	50	-	660	-	-	-	-	
400A	-	-	-	-	-	-	-	-	
400B	-	168,000	-	-	-	-	-	-	
500B	-	-	-	-	17,280	-	-	-	
500C	-	-	-	-	-	-	-	-	
600B	-	-	-	-	-	-	-	-	
700B	-	-	-	-	-	-	-	-	
800A	561,148	-	27,308	4,670	6,418	4,870	-	20,027	
800B	-	-	-	-	-	-	-	-	
900A	-	-	-	-	-	-	-	-	
900B	-	-	-	-	42,880	-	-	-	
1000A	-	-	-	-	-	-	-	-	
1000B	-	-	-	-	-	-	-	-	
1100A	-	-	-	-	-	-	58,000	-	
1100B	-	-	-	-	-	-	5,911	-	
1220C	-	-	-	-	-	1,413	-	-	
1230	-	-	-	-	39,536	1,837	-	-	
TOTAL	$3,762,671	$1,727,199	$192,647	$26,552	$245,513	$8,120	$63,911	$106,316	

TABLE D5

FUNDS BUDGETED FOR TITLE I PROJECTS, 1966 - 67, FOR BOTH PUBLIC AND NONPUBLIC SCHOOL PUPILS

Budget Item	Summer School Elementary	Summer School JHS	Summer School VHS	Summer School SM	Summer HS College Bound	Hearing Language Impaired	Summer "400" Schools	Centers, Mentally Retarded	Schools, Mentally Retarded
200A	2,711,331	624,413	78,561	304,013	285,264	41,442	10,122	22,477	43,803
200B	59,500	2,750	930	-	-	100	540	-	-
200C	-	-	-	-	-	-	-	-	-
200D	59,300	-	-	-	-	-	180	-	300
200E	262,275	23,750	10,700	18,715	22,300	4,000	1,680		5,035
200F	2,800	7,363	1,400	150	2,452	890	50	4,852	13,492
300A	-	-	-	6,720	-	-	-	-	1,440
300B	-	-	-	-	-	-	-	-	-
400A	-	-	-	-	-	1,445	-	-	-
400B	-	-	-	-	-	-	-	-	1,584
500B	118,200	87,120	-	20,767	36,750	17,950	-	250	5,880
500C	-	-	-	-	-	-	-	-	-
600B	77,693	15,362	1,655	5,210	6,191	831	-	799	682
700B	-	-	-	-	-	-	-	-	-
800A	20,280	4,015	-	244	2,527	64	-	-	704
800B	-	-	-	-	-	-	-	-	-
900A	-	-	-	-	-	-	-	-	-
900B	66,000	200	-	9,171	-	431	-	-	792
1000A	-	-	-	-	-	-	-	-	-
1000B	-	-	-	-	-	-	-	-	-
1100A	-	-	-	-	-	-	-	-	-
1100B	-	-	-	-	-	-	-	-	200
1220C	-	-	-	-	900	-	-	-	-
1230	-	-	-	-	-	19,721	-	-	-
TOTAL	$3,377,379	$764,973	$93,246	$364,990	$356,384	$86,874	$12,572	$28,378	$73,912

TABLE D5 CONTINUED

FUNDS BUDGETED FOR TITLE I PROJECTS, 1966 - 67, FOR BOTH PUBLIC AND NONPUBLIC SCHOOL PUPILS

Budget Item	Pre-Kinder-garten	Head Start	ITTP	Teacher Training Institutes	Neighbor-hood Youth Corps	Evening Guidance Centers	Planning Nonprof-fessional	Pregnant Girls (a)	Decentral-ized Programs
200A	3,105,906	2,857,076	214,322	-	209,265	1,167,055	9,268	16,598	921,536
200B	-	-	-	-	7,000	-	-	1,391	500
200C	-	-	-	-	15,000	-	-	-	2,675
200D	150	500	-	-	-	-	-	-	600
200E	213,451	202,930	-	-	8,000	-	-	1,535	63,383
200F	48,075	18,975	125,590	713,362	1,890	65,978	1,200	-	69,939
300A	78,000	352,163	-	-	-	331,541	-	-	12,715
300B	-	-	-	-	-	-	-	-	-
400A	25,500	15,000	-	-	-	99,000	-	-	1,089
400B	-	-	-	-	-	-	-	-	-
500B	141,120	128,680	-	-	250	-	-	1,000	72,081
500C	-	-	-	-	-	-	-	-	-
600B	-	91,000	-	5,808	677	338,375	-	-	14,624
700B	-	-	-	-	-	-	-	-	-
800A	499,000	23,961	6,250	19,414	30	13,595	1,135	3,964	15,191
800B	4,000	-	-	-	-	-	-	5,663	800
900A	-	-	-	-	-	-	-	-	-
900B	558,450	68,959	-	-	-	-	-	-	4,868
1000A	-	-	-	-	-	-	-	-	-
1000B	-	-	-	-	-	-	-	-	-
1100A	-	21,379	-	-	-	-	-	-	228,592
1100B	-	44,780	-	-	-	-	-	-	83,277
1220C	-	-	-	-	-	-	-	45,000	1,300
1230	57,784	50	1,000	-	-	6,075	490	13,191	2,775
TOTAL	$4,731,436	$3,825,453	$347,162	$738,584	$242,112	$2,021,619	$12,093	$88,342	$1,495,945

TABLE D5 CONTINUED

FUNDS BUDGETED FOR TITLE I PROJECTS, 1966 - 67, FOR BOTH PUBLIC AND NONPUBLIC SCHOOL PUPILS

Budget Item	Summer Speech Clinics	Musical Talent Showcase	ASSC	SPDC, Art	SPDC, Music	SPDC, Health Education	Program to Excite Potential		
200A	42,880	344	1,733,782	281,655	325,907	306,968	-		
200B	-	-	-	-	-	-	-		
200C	-	-	-	1,945	-	-	-		
200D	-	-	12,200	1,250	-	-	-		
200E	2,280	-	42,650	26,250	43,500	-	-		
200F	364	-	2,420	-	2,900	10,000	-		
300A	-	-	-	-	-	-	-		
300B	-	-	-	-	-	-	-		
400A	-	-	-	-	-	-	-		
400B	-	-	-	-	-	-	-		
500B	-	-	10,000	-	-	-	600		
500C	-	-	-	-	-	-	-		
600B	605	-	25,000	-	100	-	-		
700B	-	-	-	-	8,000	-	-		
800A	44	-	13,553	5,500	5,100	5,000	-		
800B	-	-	-	-	-	-	-		
900A	-	-	-	-	-	-	-		
900B	-	-	-	-	-	-	-		
1000A	-	1,250	-	-	-	-	-		
1000B	-	-	-	-	-	-	15,620		
1100A	-	-	-	-	-	-	-		
1100B	-	-	-	-	-	-	-		
1220C	-	-	-	-	-	-	-		
1230	-	-	150	-	-	-	-		
TOTAL	$46,173	$1,594	$1,839,755	$316,600	$385,507	$321,968	$16,220		

TABLE D6

FUNDS BUDGETED FOR TITLE I PROJECTS, 1966 - 67, FOR NONPUBLIC SCHOOL PUPILS

Budget Item	In-School Guidance	Corrective Reading	Corrective Math	Speech Therapy	Field Trips	Achievement Tests	TV-AV Teacher Training	Summer, Institutionalized	
200A	367,400	663,650	490,830	167,650	8,000	15,700	15,789	105,780	
200B	-	17,500	-	-	-	-	-	-	
200C	-	-	-	-	-	-	-	-	
200D	-	-	-	-	-	-	2,000	308	
200E	-	88,269	-	27,150	-	67,500	-	10,577	
200F	14,440	6,400	76,405	5,700	1,650	1,050	500	29,887	
300A	141,000	-	3,930	-	-	-	-	-	
300B	-	-	-	-	-	-	-	-	
400A	12,000	-	-	-	-	-	-	-	
400B	-	-	-	-	-	-	-	-	
500B	-	-	-	-	99,995	-	-	32,776	
500C	-	-	-	-	-	-	-	-	
600B	-	-	-	-	-	-	-	-	
700B	-	-	-	-	-	-	-	-	
800A	103,000	67,000	58,657	12,500	2,050	3,630	3,445	5,998	
800B	-	-	-	-	-	-	-	-	
900A	-	-	-	-	-	-	-	-	
900B	-	-	-	-	-	-	-	-	
1000A	-	-	-	-	-	-	-	-	
1000B	-	-	-	-	-	-	-	-	
1100A	-	-	-	-	-	-	-	-	
1100B	-	-	-	-	-	-	-	-	
1220C	-	-	-	-	-	-	-	-	
1230	25,000	-	10,002	8,755	260	260	-	-	
TOTAL	$662,840	$842,819	$639,824	$221,755	$111,955	$88,140	$21,734	$185,326	

TABLE D7

FUNDS BUDGETED FOR TITLE I PROJECTS, 1967 - 68, FOR PUBLIC SCHOOL PUPILS

Budget Item	Open Enrollment Elementary	Open Enrollment JHS	Open Enrollment AHS	College Bound	CDDP	More Effective Schools	SUTEC	Improving Instruction SM	English, Second Language
200A	876,500	644,883	1,255,238	2,057,738	953,494	5,921,347	139,683	1,271,550	535,535
200B	-	-	-	-	-	53,900	-	-	17,976
200C	-	-	-	230	-	-	500	-	-
200D	-	-	-	3,000	-	16,714	2,485	-	-
200E	-	-	75,518	24,000	6,594	43,126	766	-	3,960
200F	-	69	-	39,706	9,066	7,570	7,900	-	-
300A	-	1,421	-	167,668	1,298	491,809	-	22,000	-
300B	-	-	-	1,426	-	-	-	-	-
400A	-	-	-	-	-	-	-	24,000	-
400B	-	-	-	15,000	-	-	-	-	-
500B	-	-	-	10,500	-	-	-	-	-
500C	-	-	-	-	-	7,995	13,000	-	-
600B	-	-	-	-	-	-	-	-	-
700B	-	-	-	-	50	-	-	-	-
800A	226,050	150,356	313,561	534,939	238,747	1,841,138	29,049	324,800	163,354
800B	-	-	-	-	-	-	-	-	-
900A	-	-	-	-	-	-	-	-	-
900B	-	-	-	3,000	-	129,481	500	-	-
1000A	-	-	-	-	-	-	-	-	-
1000B	-	-	-	-	-	-	-	-	-
1100A	-	-	-	-	-	-	-	-	-
1100B	-	-	-	-	-	-	-	-	-
1220C	-	-	-	21,515	-	-	-	-	-
1230	-	-	-	26,264	613	24,044	750	-	1,673
TOTAL	$1,102,550	$796,729	$1,644,317	$2,904,986	$1,209,862	$8,537,124	$194,633	$1,642,350	$722,498

TABLE D7 CONTINUED

FUNDS BUDGETED FOR TITLE I PROJECTS, 1967 - 68, FOR PUBLIC SCHOOL PUPILS

Budget Item	Early Childhood (Total)	Benjamin Franklin	Urban League Academy	PS 129K	Five Schools	Natural Environment	Operation Return	Homework Helper	
200A	6,482,400	102,897	13,083	56,201	834,211	6,953	101,458	22,417	
200B	-	-	401	-	-	-	-	-	
200C	-	-	200	-	-	-	-	-	
200D	-	-	-	-	-	-	-	-	
200E	775,440	-	809	11,330	-	600	8,000	-	
200F	57,312	-	894	9,175	-	3,120	186	3,030	
300A	-	6,500	-	6,609	18,630	-	-	-	
300B	-	-	-	-	-	-	-	-	
400A	-	-	-	-	9,457	-	-	-	
400B	-	-	-	-	-	-	-	-	
500B	-	-	-	-	-	-	-	-	
500C	-	-	752	-	-	984	-	-	
600B	-	-	-	-	-	-	-	-	
700B	-	-	-	-	-	-	-	-	
800A	1,032,633	28,130	4,474	17,312	215,317	1,399	25,754	4,186	
800B	-	-	-	-	-	-	1,800	-	
900A	-	-	-	-	-	-	-	-	
900B	-	-	-	-	-	-	-	250	
1000A	-	-	-	-	-	-	-	-	
1000B	-	-	-	-	-	-	-	-	
1100A	-	-	53,188	-	-	-	-	-	
1100B	-	-	-	-	-	-	-	-	
1220C	-	-	-	-	-	-	-	-	
1230	-	-	-	1,055	-	-	2,672	1,200	
TOTAL	$8,347,785	$137,527	$73,801	$101,682	$1,077,615	$13,056	$139,870	$31,083	

TABLE D7 CONTINUED

FUNDS BUDGETED FOR TITLE I PROJECTS, 1967 - 68, FOR PUBLIC SCHOOL PUPILS

Budget Item	Compens. Education Elementary	Compens. Education JHS	Compens. Education AHS	Compens. Education VHS					
200A	3,303,250	3,722,859	2,656,894	1,760,116					
200B	-	-	-	-					
200C	-	-	-	-					
200D	-	-	-	-					
200E	92,915	339,000	113,628	-					
200F	405	152	45	-					
300A	84,343	22,121	-	-					
300B	-	-	-	-					
400A	55,500	11,100	-	-					
400B	-	-	-	-					
500B	-	-	-	-					
500C	-	-	-	-					
600B	-	-	-	-					
700B	-	-	-	-					
800A	824,122	882,646	629,787	413,100					
800B	-	-	-	-					
900A	-	-	-	-					
900B	-	-	-	-					
1000A	-	-	-	-					
1000B	-	-	-	-					
1100A	-	-	-	-					
1100B	-	-	-	-					
1220C	-	-	-	-					
1230	-	-	-	-					
TOTAL	$4,360,535	$4,977,878	$3,400,354	$2,173,216					

TABLE D8

FUNDS BUDGETED FOR TITLE I PROJECTS, 1967 - 68, FOR BOTH PUBLIC AND NONPUBLIC SCHOOL PUPILS

Budget Item	Pre-Kindergarten	Teacher Training Institutes	Auxiliary Aides	Pregnant Girls District 12	Pregnant Girls District 4	Decentralized Programs*	School Parent Centers	Child Caring
200A	2,683,364	-	-	117,056	76,875	9,097,634	-	304,210
200B	-	-	-	558	1,391	136,091	-	-
200C	-	-	-	273	-	85,234	-	-
200D	-	-	-	-	-	93,507	-	4,778
200E	63,628	-	-	2,652	1,151	519,715	-	27,085
200F	300	247,601	656,921	420	610	918,098	-	108,271
300A	365,838	-	-	-	-	181,384	-	700
300B	-	-	-	-	-	4,062	-	-
400A	59,250	-	-	-	-	31,727	-	-
400B	-	-	-	-	-	175	-	-
500B	-	-	-	-	-	-	-	64,503
500C	-	-	-	450	1,400	122,543	-	-
600B	-	2,919	-	-	-	82,822	-	-
700B	-	-	-	100	-	250	-	-
800A	880,900	7,729	92,344	21,914	16,479	630,187	-	19,548
800B	-	-	-	5,850	-	2,750	-	-
900A	-	-	-	-	-	258,568	-	-
900B	-	-	-	-	-	-	-	-
1000A	-	-	-	-	-	111,730	-	-
1000B	-	-	-	-	-	35,089	-	-
1100A	70,840	-	-	-	-	448,246	33,176	-
1100B	-	-	-	-	-	197,156	7,859	-
1220C	-	-	-	-	-	-	-	-
1230	-	-	10,504	1,980	13,191	163,843	-	4,444
TOTAL	$4,124,120	$258,249	$759,769	$151,253	$111,097	$13,120,811	$41,035	$533,539

* Budget as of March 22, 1968

TABLE D9

FUNDS BUDGETED FOR TITLE I PROJECTS, 1967 - 68, FOR NONPUBLIC SCHOOL PUPILS

Budget Item	Clinical Guidance	Corrective Reading	Corrective Math	Speech Therapy	Field Trips	Achievement Tests	Handi-capped	English, Second Language
200A	503,285	712,999	615,684	-	10,550	10,550	79,868	91,950
200B	-	33,447	-	-	-	-	-	-
200C	695	16,388	-	-	-	-	-	-
200D	-	-	260	-	-	-	1,950	-
200E	6,858	56,857	37,199	-	-	49,301	-	4,488
200F	10,325	16,811	5,040	-	190	710	2,075	-
300A	135,800	-	-	-	-	-	1,125	-
300B	-	-	-	-	-	-	16,162	-
400A	12,100	-	-	235,439	-	-	200	-
400B	-	-	-	22,807	-	-	866	-
500B	-	-	-	-	-	-	-	-
500C	-	-	-	-	94,535	-	140	-
600B	34	-	-	27	10	10	-	-
700B	5,000	10,000	10,000	10,000	-	-	-	-
800A	86,659	62,258	54,088	36,402	2,230	2,227	6,802	4,462
800B	-	-	-	-	-	-	-	-
900A	-	-	-	-	-	-	-	-
900B	-	-	-	-	-	-	-	-
1000A	-	-	-	-	-	-	-	-
1000B	-	-	-	-	-	-	-	-
1100A	-	-	-	-	-	-	-	-
1100B	-	-	-	-	-	-	-	-
1220C	-	-	-	-	-	-	-	-
1230	111	4,917	2,170	5,200	-	-	10,191	-
TOTAL	$760,866	$913,677	$724,441	$309,875	$107,515	$62,798	$119,379	$100,900

APPENDIX E

STAFF LIST

The following staff members of the Center for Urban Education participated in this survey:

BARBARA R. HELLER, Evaluation Director

DR. RITA SENF, Senior Staff Associate

OLGA SPELMAN, Senior Consultant

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END

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